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ABSTRACT

This publication summarizes the proceedings of a Montessori colloquium on adolescence, designed for trainers and practitioners to find common ground between the theory of Erdkinder (observing children and, accordingly, creating a suitable environment) and practice as seen in current Montessori secondary programs. Opening remarks on the need for a common vision were made by Renilde Montessori. The paper topics were: (1) adolescents' educational needs (John Long); (2) spiritual development and healthy environments for adolescents (Pat Ludick); (3) adolescents' need for challenge, changing relationships with teachers, and responsibility (Larry Schaefer); (4) Conscious Cosmic Education (John McNamara); (5) program implementation (Linda Davis); (6) the need to meet the goals of Cosmic Education before starting a real Erdkinder (Margaret Stephenson); (7) a proposed course of action leading to the establishment of an experimental Erdkinder program (Camillo Grazzini); (8) personal perspective on the third plane (Kay Baker); and (9) the need for a model and training for adolescent programs (Peter Gebhardt-Seele). Questions regarding each paper and a general discussion are summarized. Erdkinder was established by the group as a worthy goal but there was divergence of opinion as to how quickly an Erdkinder model could be implemented. (KB)

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THE ADOLESCENT COLLOQUIUM

OCTOBER 3-6, 1996
CLEVELAND, OHIO

SUMMARY OF THE PROCEEDINGS

MONTESSORI TEACHER EDUCATION COLLABORATIVE

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What Is MTEC?

The Montessori Teacher Education Collaborative (MTEC) operates the Ohio Montessori Training Institute (Cleveland) and the Washington (DC) Montessori Institute. MTEC also supports the expansion of AMI training throughout the world.

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The Adolescent Colloquium

October 3-6, 1996
Cleveland, Ohio

Summary of the Proceedings

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PREFACE

The Adolescent Colloquium was planned by the Montessori Teacher Education Collaborative about six months before it convened in October, 1996. Its goal was to bring the entire AMI elementary training community together with a selected group of AMI secondary practitioners. Around the seminar table at Case Western Reserve University, trainers and practitioners were ready to take action, to find common ground between theory and practice. There was much at stake, for the practitioners were asked to represent their convictions, experience, and direction, and the trainers were asked to share their understanding of the third plane according to the writings and legacy of Maria Montessori's vision.

The Colloquium had a certain inevitability about it. Montessori early adolescent work in the United States has reached a point where it needs specific direction. Today there are approximately 150 adolescent projects in the United States in both private and public schools, yet with the proliferation of these "urban programs" over the last 20 years, there is no governing standard or consensus of design. Teaching personnel who are committed to the adolescent age group, strong in content levels, and trained in Montessori are few in number and very different in background and approaches. At present, there has been no documentation for adolescent projects; program efforts have been neither compiled nor analyzed. Nor has there been a sustainable Erdkinder founded on the principles put forward by Maria Montessori in the appendices of *From Childhood to Adolescence*. Something needed to happen.

Probably the most difficult part of this meeting was the discrepancy between Montessori's Erdkinder and what existing Montessori secondary programs are actually doing. Therein lay the dilemma of the meeting. How should the Montessori movement proceed in achieving consensus about third-plane Montessori design according to the vision and details in Montessori's writings?

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The record, as reported in the following summary, speaks for itself. Erdkinder was established as a worthy goal and, as Camillo Grazzini and Baiba Krumins G. stated in an unpublished paper, "everyone has understood that it is time, at last, to consider Dr. Montessori's indications and directives in their entirety rather than selectively, partially, or reductively." There was divergence of opinion as to how fast a Erdkinder model could actually be implemented, but there was general agreement around this one point: We have barely begun the quest for Erdkinder.

The collective enterprise is necessary to bring to the surface the deeply imbedded true nature of the adolescent. The entire Montessori community must see the convergence of the first and second planes on the third plane as still another movement of an unfinished symphony. The Montessori century of discovery and revelation of the child's nature culminates with Erdkinder. This great adolescent experiment belongs to every Montessorian because each is a contributor indirectly to this magnificent new period of growth and development.

The Adolescent Colloquium expresses its gratitude, first and foremost, to Debra Hershey-Guren and the Hershey Foundation, not only for their outstanding support of the October meeting but for the commitment they have made to Erdkinder research and development in the Cleveland, Ohio, area. Second, the hard work of the Colloquium participants should be acknowledged as a genuine and unprecedented act of cooperation. Also, special thanks to Renee Pendleton, who had the patience and interest to assemble these proceedings with the editorial skill and precision that now makes them accessible to the public. In addition, the North American Montessori Teachers' Association (NAMTA) has made it possible to bring this unique pedagogical event into a larger Montessori forum by distributing this booklet to its members in lieu of its Summer 1997 *NAMTA Journal* issue (volume 22, number 3). Finally, this gathering of AMI trainers and practitioners would not have happened without the support of the Association Montessori Internationale (AMI), and its branch office, AMI/USA.

David Kahn
July, 1997

Adolescent Colloquium participants, front row, seated: John Long, Larry Schaefer, Joen Bettmann, Pat Schaefer, Allyn Travis, Monte Kenison; second row, seated: Tom Postlewaite, Pat Ludick, Linda Davis, Laurie Ewert-Krocker, Peter Gebhardt-Seele, Virginia McHugh, Renilde Montessori, Bob Fleischhacker, Mike Strong, Debra Hershey-Guren, Jenny Höglund; standing: John McNamara, Camillo Grazzini, Kay Baker, Margaret Stephenson, Patty Pantano, Deborah Bricker, Alcillia Clifford-Williams, David Kahn. Photo taken by participant Orcillia Oppenheimer. Absent: Paula Polk Lillard.

The Adolescent Colloquium

October 3-6, 1996

Summary of the Proceedings

compiled and edited by Renee Pendleton

This summary is meant to provide a concise synopsis of Colloquium proceedings, relying heavily on paraphrase and condensation. Direct quotes of participants' comments are indicated by quotation marks.

Opening Remarks: Renilde Montessori

A very important Montessori principle is the idea of true responsibility—not doing an assigned chore but responding to what is needed. The young adolescent needs to feel that something is needed specifically *from him* or *from her*.

Similarly, we have a mandate to take responsibility. Because the world is in crisis, our mandate is to look after the future of humanity by responding to the needs of the child. We cannot simply stick to our small, separate issues; a common vision is necessary to the work before us.

Colloquium participants were ***Kay Baker, Joen Bettmann, Deborah Bricker, Alcillia Clifford-Williams, Linda Davis, Laurie Ewert-Krocker, Bob Fleischhacker, Peter Gebhardt-Seele, Camillo Grazzini, Debra Hershey-Guren, Jenny Marie Höglund, David Kahn, Monte Kenison, Paula Polk Lillard, John Long, Patricia Ludick, Virginia McHugh, John McNamara, Renilde Montessori, Orcillia Oppenheimer, Patricia Pantano, Tom Postlewaite, Larry Schaefer, Patricia Schaefer, Margaret Stephenson,*** *and* ***Allyn Travis.*** *Moderator was* ***Mike Strong.*** *Brief biographies of the participants appear at the end of this summary.*

Renee Pendleton *is Associate Editor of* The NAMTA Journal *and Director of Communications for both the North American Montessori Teachers' Association (NAMTA) and the Montessori Teacher Education Collaborative (MTEC).*

First Practitioner: John Long

In a subsistence-level, agricultural society, the 13- or 14- or 15-year-old is not quite an adult, but very close to it, taking a responsible role in the work to be done and participating in society. By contrast, the adolescent in our society is "held prisoner in a state of arrested childhood." The dilemma of adolescence, then, is that we are "hard-wired" to be adults by the age of 14 or 15, but in our society we cannot take on adult roles at this age. The challenge is to find ways of putting adolescents into situations where they can take on responsibility, where they can cultivate a sense of their own capacity to develop into responsible adults.

This is what Maria Montessori called "valorization of the personality"—an understanding of one's strength, one's worth. This concept is in contrast to our society's current shallow conception of where self-esteem comes from. Montessori understood that it comes from work, from a sense that one's work is worthwhile, and from affirmation by surrounding adults that one's contribution is valued. Service work is one way to do this; the farm is also a rich source of this type of experience.

Adolescents need a connection with not just their peer community and not just their school community but a larger community in which they can find a place. In relation to the peer community, rules need to be drawn to discourage the formation of cliques, boyfriend/girlfriend pairs, and even best-buddy pairs. The adolescent needs the experience of working in a group—not just a self-selected group but a group that includes people that adolescent finds it difficult to work with.

The questions we need to answer are "Who is the adolescent?" and "What are the adolescent's needs?" In answering these questions, we take into account individual and personal development, development within the scope of human life (physical changes in adolescence, the study of other developmental stages, etc.), emotional development, and development of the individual in society—

as a member of a community. This is, according to Montessori, a sensitive period for finding one's place in society.

As for preparation for high school, Maria Montessori says students who finish Montessori Elementary are academically ready for high school,[1] but John stated that he does not always see that readiness among our Elementary graduates. Important cognitive and academic work needs to be accomplished during adolescence. This work can grow out of the life of the farm. There is also a role for connections with urban society; this is, after all, the society they probably will live in as adults.

If the Primary years are the age of "help me to do it myself," then these are the years of "help me to think for myself." Communication, technological, and thinking skills are all important. Personal vision is important at this age. Many young people at this age decide on their life's work. Spiritual and religious study is also important. Sexuality needs to be addressed.

Questions

David Kahn: "Describe your personal vision of the adolescent and how the adolescents you have worked with have affected you....When you first made the transition from the Elementary to adolescents, what surprised, struck, or frustrated you?"

Pat Ludick remembers John's surprise or admiration for the great intellectual ability of these young people, especially when the message—in part from the Montessori community and certainly from the outside community—has been that this age group has a great deal of difficulty concentrating and cannot approach any intellectual task in depth.

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[1]"We claim that the average boy or girl of 12 years who has been educated till then at one of our schools knows at least as much as the finished High School product of several years' seniority, and the achievement has been at no cost of pain or distortion to body or mind," Montessori, *To Educate the Human Potential*.—Ed.

A very important Montessori principle is the idea of true responsibility—not doing an assigned chore but responding to what is needed. The young adolescent needs to feel that something is needed specifically *from him* or *from her.*

Similarly, we have a mandate to take responsibility. Because the world is in crisis, our mandate is to look after the future of humanity by responding to the needs of the child. We cannot simply stick to our small, separate issues; a common vision is necessary to the work before us.

(Renilde Montessori)

Mike Strong: "Is there anything you expected to work that did not work?"

When John started his work with adolescents, he took the place of someone who had left detailed notes and outlines. John quickly discovered, however, that the lectures he delivered based on these notes, no matter how brilliant, were "a lousy way to work with adolescents." He began to substitute storytelling as a way of initiating work with the adolescents. Adolescents, he added, seek out a very high level of competence in the adults who work with them, and this is a challenge to us.

Larry Schaefer added that adolescents are quite blunt and will "tell you the truth, from their perspective, very easily and without a great deal of tact." Moreover, when one of them is in conflict with an adult, just or unjust, they rally around each other so that the conflict is with the whole group.

Camillo Grazzini asked about the apparent conflict between John's assessment of adolescents' intellectual capabilities and the comments of Dr. Montessori on this subject.

John responded that he does not think these are in conflict. His observation is that the early adolescent is capable of tremendous intellectual work, but that this work has to "resonate with them personally, with their personal experience." The approach cannot be a textbook approach, but must be experiential and real-world. It

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must "touch those issues that are key to them at this point in their lives."

Linda Davis asked about specific approaches for intellectual work.

One approach would be to have 12 to 15 young people hold a seminar discussion about a novel they have all read, with an adult facilitator. "The point of arrival is for the adult to largely disappear from that discussion" so that the questions and discussion come from the adolescents themselves.

Linda pointed out that in Montessori's writings, the emphasis is on a *change* in intellectual ability. She quoted from "Erdkinder": "the power of assimilation and memory which endowed the younger ones with such an interest for details and for material things seems to change." So instead of memorizing and acquiring knowledge the way Elementary-age children do, adolescents are reflecting on what they know in a new way. John agreed and added that they are thinking in a more abstract way, a more adult way.

Tom Postlewaite added that there is a clear difference between the way a 12-year-old thinks and the way a 14-year-old thinks. The kinds of discussions one can have with a 14-year-old one cannot have with a 12- or 13-year-old. There seems to be an intellectual explosion at this age.

Second Practitioner: Pat Ludick

1. The Spiritual Development of the Young Person

Adolescence is a time of awakening, enlightenment, gaining of knowledge about who they are, the construction of self. The sensitivity of adolescents prompts them to ask existential questions: Who am I? Why am I here? Why is life as it is? They also wonder about the self in relation to the community. This questioning sometimes takes place independently, but more often in a group of their peers. Here they begin to listen to others and see their own viewpoints. Diverse cultures within the adolescent program are very important to build this grand conversation.

After the nurturing of the Primary and Elementary years, the young people we get in Montessori adolescent programs are very confident. They have a rich experience which gives them ideas waiting for expression and makes them ripe for what we can offer.

Community is "a task, not something that just happens because we have a lot of young people together." It requires that individuals recognize their own gifts and weaknesses as well as those of others. When young people are confident, they are much better able to listen to and learn from others, as well as to have a sense of generosity and empathy. Collaborative learning projects allow them to do all the things adults do to function as a community: problem-solving, communication, trust, respect for others' knowledge, the sharing of something finished that the group has done together.

Community also needs to move out of the peer group and beyond the school environment into the larger community: "going out." Service projects enable them to see the needs of others and do something about these needs. In addition, the presence of other age groups on a Montessori campus helps to provide a sense of community beyond the immediate peer group. Celebrations should embrace this whole school community.

Sexuality is another part of spiritual development: We need to help young people to realize the power of their whole being. One way to assist this realization is to revisit with them the whole continuum of life, utilizing the variety of ages in the Montessori community.

Young people are realizing the meaning of vocation. They need opportunities to explore and practice. Adults in the young person's life add to this dimension through talk and mentoring.

2. Environments in Which I Have Seen Adolescents Thrive

The classroom needs to be a large, open area so that the adolescents can move. Moreover, they love to be all together in a large group.

The city—the civilization in which the young people live—is an important environment. They need to be led into the city to find places that are nourishing and cause them to reflect on the history of the city, the stories of the people, the struggles that go on: factories, bridges, museums, theaters, parks, libraries, churches. Using public transportation and mapping routes are important skills.

Class trips into nature and to national monuments are important.

Finally, the farm is an important environment, allowing them the opportunity to live in community, in a home, not a dormitory. Work is essential, as is learning about other cultures (the Amish, for instance). The farm allows time to reflect as well as a chance to do daily tasks: cooking, cleaning, shopping, budgeting, maintenance.

The challenge is to find ways of putting adolescents into situations where they can take on responsibility, where they can cultivate a sense of their own capacity to develop into responsible adults.

(John Long)

Questions

Mike Strong: "Is there anything you expected would work that did not work?"

Parents are concerned with proficiency testing and high school preparation whether we like it or not, whether we believe in it or not. Our school has some non-Montessori-trained staff members, and they are very much influenced by this push. What doesn't work is the idea of "preparing young people who are going into French III." It results in desk work, memorization, etc. We haven't yet figured out a way to make some of the components of our program aligned with the needs and characteristics of young people.

Tom Postlewaite: "How much input do the students have into their course of study and how they learn?"

There needs to be a basis, a framework of knowledge that builds on the Primary and Elementary experiences. I would never just say, "What do you want to do?" Within that framework, though, the young people show us where their sensitivities are, where they desire to go, and we need to listen. We present them with a theme or broad idea and they decide where to go with it: an individual or group project, an article to study, etc.

Third Practitioner: Larry Schaefer

Adolescents in our society often feel as if adults don't like them or don't treat them as human beings. Furthermore, "traditional" ways of educating adolescents discourage them from asking questions and learning to think for themselves. Young people don't want to be given things that are easy. They want a challenge; they want to find out whether or not they can do something. They want to be given the chance to fail as well as succeed.

When Larry and Pat Schaefer founded Lake Country School in 1976, their children—15, 14, 13, and 11½—participated in the project by helping with cleaning, maintenance, etc. The school needed them and they loved doing the work. "If you want to move a mountain, get a thousand teenagers....My image is that the Great Wall of China was built by teenagers."

The leading of the adult must be very subtle: Adolescents don't want to feel pushed around. The image is of dancing with the adolescent—a great waltz, not a modern free-form dance—and of leading in a subtle way.

The student's relationship with the teacher changes at this age. It becomes more of an apprentice-master relationship. The adolescent needs to see something of substance and something of character in the adult. They need models of excellence to provide high standards. In addition, adolescents need to be held to their better, nobler selves because they live in a world that disorients them. In order to hold an adolescent to his or her better self, one needs to do the steps of the

dance (these are the principles that everyone—students and adults alike—has to follow):

1. No cliques;

2. Function on the principle of human-heartedness;

3. The person you like least is as important to you as your best friend;

4. Your community is your *civis*, your town, so you have to develop a code of civility;

5. Act under the principle of being a good neighbor—caring, helping;

6. The issue of leadership (both great and little acts of leadership): eighth graders are the leaders, and they develop a sense of responsibility.

In Larry's opinion, the pre-eminent study for the adolescent is the broad scope of the humanities. A subset of that is the understanding of the human condition over time.

Questions

Peter Gebhardt-Seele: "Describe your actual day-to-day classroom practices."

It's a sensitive period for poetry. I also teach philosophy, with which they have a wonderful encounter. "The capability of the young adolescent, combining high intelligence with emotion, is stunning." The difference between the upper Elementary and the junior high is that at this age there is more of a course of studies. I teach little courses that inspire them, but not all the time.

Too often I ask teachers, "Have you done the Great Lessons?," and they respond, "No, not yet, because they can't read and write." I say, "Have you ever thought that maybe they only need ears to listen with?"

(Margaret Stephenson)

Miss Stephenson reminded me that students at this age are most interested in human invention and discovery. She told me to retell the stories of history and human development that emphasize invention and discovery. When I did that, it worked like magic. Their interest took off. . . . We spent two weeks living on a tree farm in downstate Illinois. They had real work to do on the tree farm and contact with the workers. There evolved a very natural rhythm of the day: work in the morning, rest and reflection after lunch. . . . I observed a profound difference between the students in the farm environment and in the classroom environment.

(Linda Davis)

Camillo Grazzini: "What is the preparation of the adult to work with this level? Also, how do you address the issue of specialization of staff since the refinement of skills is so high at this age?"

The adolescent needs to see competence in the adult. We have 49 students and a core staff of three: a naturalist who also teaches math; a poet who teaches writing and literature; and my daughter Chris, who teaches history, social studies, and seventh-grade math. In addition, we have professors from the university come in: microbiologists, historians, dancers, etc.

Linda Davis: "In my experience, when there hasn't been a specialist available or when the question being studied was more philosophical, I've found it helpful to return to ancient Greek thought. They have been very responsive to this. Do you find this to be true, and is it significant?"

"I think that the classical age is a central experience."

Mike Strong: "In what way does who the adult is matter with this age group in comparison to how it matters with younger children?"

Larry gave the example of a teacher to whom the adolescents were downright cruel because he had no empathy for them, no

generosity of spirit, and was too directive. Pat Schaefer pointed out that as the students get older, the demands on the adult are stronger. You need to be psychologically balanced and have spiritual depth. A person who does not know who he or she is, who is not psychologically grounded, cannot work with the adolescent. Young people can spot any weakness, any phoniness. You also have to be very intelligent and able to think on your feet. You cannot be uncertain of yourself intellectually.

Larry added that adolescents are blunt and direct; therefore, you can't take things they say personally. You have to remember that this is an anti-adult age and they have to pull away from adults and question them. Renilde Montessori added, "The reason why we are so frightened of adolescents is because they know us so terribly well."

General Discussion of Long, Ludick, and Schaefer Presentations

Paula Lillard pointed out that what Pat Schaefer said about the adult in relation to the adolescent is virtually the same as what the parent-infant program tries to instill in the parent. She added, in relation to preparation for high school, that the high schools in her area say they want students who can speak, write, and think on their feet, and who are interested in learning; give us these students, they say, and we will do the rest.

David Kahn asked for comments about the specialist-generalist role. Tom Postlewaite commented that students know what the adult does and does not know—especially after three years. So it is important to bring in people who do know specialized topics in depth. This also puts the students in contact with one more adult, to see how that person thinks and approaches the questions they ask.

Pat Ludick added that adolescents watch how adults interact with one another, so when adults team up to do something for the adolescents, this provides a positive model of interaction.

Tom added that the naturalist/microbiologist who works with his students is also a good writer and works with the students on their journals. It is important that students not think that if you specialize in one area, you aren't any good at something else.

John McNamara pointed out, in defense of the generalist, that when an adult faces a problem in the real world, he or she does not think, "Is this history or English or math?" It's important for students to see a person who has an interest in many different areas, not just in one. In addition, in any parent body there are specialists in all kinds of fields (doctors, lawyers, etc.); plus students can get on the Internet and talk to scientists all over the world.

Linda Davis inquired about foreign languages, which do require a teacher with a high level of expertise. Another concern brought up by several people was assessment and the expected level of competence or achievement for the students.

Fourth Practitioner: John McNamara

I call what I do "Conscious Cosmic Education." My program is based on what I learned in 1971-72 in Bergamo, especially *To Educate the Human Potential*. Like I did when I taught at the Elementary level, I am still trying to help the students' passage to abstraction, to stimulate their interest, to capture their imagination, to meet their need for group work, to respect their growing moral awareness, and to give precise keys so they can proceed to make discoveries on their own.

In math, for instance, I design activities and materials to help the student derive the formulas that a book would simply give to them. In short, I still try to provide concrete materials and manipulative tasks, acknowledging the superiority of learning by means of several senses rather than by means of just one. Students are interested in their bodies, so, over the years, we keep data on their height, weight, neck-to-wrist ratio, etc. The students use these data to learn about graphs, tables, ratios, percentages, decimals, fractions, and the metric system.

I believe the child is a living organism, not someone to be graded or classified. The goal is not to fill the child with facts, but to cultivate his or her own natural desire to learn through allowing each child to experience the excitement of learning and to develop his or her own natural tools for learning to the maximum.

Even at this level, I still think of all the lessons as three-period lessons, even though each period may take months. The first period is still to arouse the student's interest. True learning begins with a question or problem in the mind of the learner. The second period engages the student's active participation. The third period makes the child aware of what he or she has learned.

My program is very student-driven. Students have told me that when they go into high school, they want to have finished honors algebra. They also told me they want to pass the ninth-grade proficiency exam (a state requirement for high school graduation) in eighth grade so that they won't have to do all the extra test-preparation work the high schools require. Since it is a student-driven program, I listened.

Love and security are essential to human survival. A loving environment in addition to the loving home is very important. It's important that adolescents have someone outside the home who truly understands them. As a generalist, I get to know the whole student. It's relatively easy to teach someone reading, writing, and arithmetic. The more difficult and more important aim of education is to help students to be total human beings.

Because of their unique physical development, adolescents need warm, affectionate teachers with a sense of humor who do not nag, condemn, or talk down to them. In relation to the peer group, the same principle applies. They need reliable relationships within a protected, understanding environment. Each adolescent needs to feel that he or she is joining a small community in which everyone—students and adults—gets to know each other well.

Family is also important. In spite of conventional wisdom, adolescents need to be intimately tied to their families. They yearn for parental attention and guidance.

Montessori principles are applied to individuals, not to a class. Adolescents are widely diverse. They have to be treated as individuals. Not only are they very different from each other, but each one is constantly changing.

Physical activity is not separate from intellectual development. Mental development is connected with movement and is dependent on it. Movement is not something to reserve for physical education class.

I define my role as threefold: to prepare an environment to help students pass from childhood through adolescence to adulthood. My main two ways of accomplishing this are to avoid setting up obstacles and to avoid being an obstacle. The more I withdraw from the process, the more the students assume ownership.

Questions

Alcillia Clifford-Williams asked for clarification on the concept of someone outside the home who understands the adolescent.

Of course, I'm thinking of a teacher. Adults often remember a high school coach or someone else. It's too bad that it's usually in the extracurricular activities. The need is perhaps even greater today because we don't have the extended family.

"What is the role of foreign language study?"

Right now, we do have a French teacher, but I claim that when I did the French, although the students ended up with "horrendous accents," they learned more French than they do now. Having a French teacher is a weakness on my part. When Maria Montessori

says two or three languages, she is implying that the adult should know two or three languages.

> **Sexuality is another part of spiritual development: We need to help young people to realize the power of their whole being. One way to assist this realization is to revisit with them the whole continuum of life, utilizing the variety of ages in the Montessori community.**
>
> **(Pat Ludick)**

Fifth Practitioner: Linda Davis

For our program's first year, we were in contrived space in the main building. This was not separate enough; my students' expectations were being lowered by the proximity to the 9- to 12-year-olds. I have a sense that adolescents really need their own place. The second year we moved to a second, satellite building, where we had a suite of rooms, including one main room with books, tables, and a lab in the corner; plus a series of smaller rooms that served as an art studio; plus a kitchen where they could prepare food and gather to eat; plus a computer room.

I was the generalist. Parent volunteers and others helped with computers, chemistry, physics, art, fitness, etc. Many came in on a regular basis: one afternoon a week, once a month. Contact with many adults is important, and students gain a sense of reality by learning from someone who makes a living in the field being studied. The students loved having access to these experts but were frustrated that they were available on a limited basis; they wanted them to be there when they needed them. They also told me that they liked having both the specialist teachers and one teacher who knew them well.

Before we began our program, I looked at the state goals for learning, the state-approved textbooks, etc., and I made elaborate lists of expectations based on these. But then I visited the top high schools in the area and asked what students typically know when they enter these schools. The answer was "not much."

In terms of specific expectations, one was that our students had to take a state-required American Constitution test. We studied for it, and they did quite well. The other reality was that many students were applying to high schools where they would have to take entrance exams. I gave two achievement tests per year, using older versions so we could go over them. They also worked on their own with commercial test-preparation books. All the ones who applied to competitive high schools got in.

Academically, the ideas are there; the seeds have already been planted for concepts that are just being introduced to most 7th- and 8th-grade students. This doesn't mean it has all become abstracted, but it's there in a more sound way than it is for students who learn these things for the first time in a seemingly more academically rigorous middle school program. In answer to whether our students coming out of the upper Elementary are "three years ahead," one part of the answer is no, they couldn't go into high school and pass all the tests, but the other part is yes, the basis is there. My sense is that academically we can relax a little bit. They need to be challenged for their own development, but not for the purpose of getting into high school.

Programs for adolescents are springing up in Montessori schools wherever you look, "like mushrooms." If there is no guidance, then they will do it without guidance, and it will be the children who suffer.

(Peter Gebhardt-Seele)

In terms of overall structure, I started out with a grand plan of "integrated studies," and I gave the students a chart. But soon it wasn't working because some of them wanted to learn all about some areas but didn't necessarily want to learn a lot about some of the other areas. I was trying to make Cosmic Education conscious for them, rather than allowing them to make it conscious for themselves. Miss Stephenson reminded me that students at this age are most interested in human invention and discovery. She told me to retell the stories of history and human development that emphasize invention

and discovery. When I did that, it worked like magic. Their interest took off.

What was interesting to me was that if there was a structure, they wanted it to be followed. If the plan was going to be changed, they wanted a good reason.

Aside from adopting Larry's rule of no girlfriends/boyfriends (for which I am grateful), I did not want to go in with a list of rules. Instead, I chose a few key words for us to talk about and refer to as the year went on: work, will, reason, responsibility, and love.

I knew we were not going to go and live on a farm, but I wanted them to have some kind of farm experience. The first year, we spent two weeks living on a tree farm in downstate Illinois. They had real work to do on the tree farm and contact with the workers. There evolved a very natural rhythm of the day: work in the morning, rest and reflection after lunch. This farm was a very restful environment, but it was also very isolated. There was no real sense of connection to a community, other than the workers on the tree farm and our own community in the house. The second year we went to southern Wisconsin to Carrie and Mark Johnson's small farm. Carrie set up work opportunities with various neighbors, creating more of a sense of community.

I observed a profound difference between the students in the farm environment and in the classroom environment. This difference convinced me that had I continued with the program my goal would have been to spend more and more time on the farm.

There is a task for each age, and there is a profound reason why adolescents act the way they do. If we give them the environment they need, we will see a totally different kind of being.

Questions

David Kahn: "Had you stayed there teaching, what would you have done with respect to farm visits?"

Parents are more inclined to let go of their children in the summer (many go to camps, etc.), so we were talking about more extended periods in the summer. In addition, I would have done more parent education so parents could understand the role of that time away and the general principle of separation during adolescence: that it does not necessarily mean separation from the parents but separation from the role of the child.

David asked for clarification of the distinction between separation from the parents and separation from the role of the child, especially in light of the fact that long summer visits to a farm *would* separate the adolescents from their parents.

Linda responded that it means the same thing as when a parent puts a young child down to explore and the child becomes physically separate from the parent, but the parent is still there with open arms the child can see. The tie is an emotional one, and it is strengthened by the child's autonomy at any age. The experience of being away from home helps the adolescent to appreciate the parent more, both as a parent and as an individual.

Margaret Stephenson commented that "physical separation does not necessarily mean spiritual separation" but that only through physical separation can children really meet themselves. She emphasized the need for parent education on the importance of separation. Patty Pantano added that the period spent away from parents was important to her students because "for the first time in their lives, they had an experience that was totally theirs." Linda recalled the comment of one of her students who said she valued the time away because "when I came back, I felt so close to my mom." Tom Postlewaite agreed that the students are very different when they return from the farm and added that he tells parents to use the time when their adolescents are away to reflect on their own role as parents and how they are going to respond to the different person who comes back.

> **The adolescent needs to see something of substance and something of character in the adult. They need models of excellence to provide high standards. In addition, adolescents need to be held to their better, nobler selves because they live in a world that disorients them.**
>
> **(Larry Schaefer)**

Camillo Grazzini distinguished between physical, mental, and emotional independence, saying that physical independence does not always mean emotional independence. For example, one can be independent emotionally and still stay in the same environment. An adolescent can be separated and still be in communion with his or her parents. Parents should allow physical, mental, and emotional independence at different times.

David Kahn asked what differences there might be with the much longer separation required for a true Erdkinder and wondered about the lasting effects, beyond "homecoming jubilation." He went on to talk about the "irreplaceable emotional high points" experienced in the home, as an outgrowth of daily life, that form a spiritual foundation for the child. How can parents maintain a "spiritual territory" for their child in the child's prolonged absence? "Is the early adolescent really ready to make this emotional connection to the larger community without the parent's intermediary role? . . . Will parents take the risk; should they take the risk?"

Mr. Grazzini commented that the community environment can offer something just as rich as the family environment can offer.

Renilde Montessori pointed out that adolescents need autonomy and that "parents, with all good intentions, can be very intrusive." The "intimate talks" which parents think are such valuable moral learning experiences can be agony for the adolescent, who simply needs to get on with life.

The question, David reiterated, is "how much from the family, how much from the Erdkinder?" He quoted a passage from *The Human Tendencies and Montessori Education* concerning a balance

between the family and the school. Do the students stay on the farm for the entire two years of early adolescence? How long does it take to establish autonomy? How often do they go home?

Alcillia Clifford-Williams commented that we can't put a time limit on the development of autonomy in relation to the parent. It has been a recursive process for both her and her son. In middle school (at Ruffing East in Cleveland Heights, OH), he went off to the farm and she had no misgivings. But recently, as a high school student, he complained that she was "choking" him, and she realized she had to back off.

Paula Lillard recounted that the young people in her school who went to the farm wrote letters to their parents and thus maintained good communication.

Margaret Stephenson pointed out that in Maria Montessori's conception, the parents would come and visit the adolescents, staying in the guest house.

First Trainer: Margaret Stephenson

I think we have encountered some gems already, which will help to provide a foundation for work with the adolescent. I'm not really interested in continuing discussions on the adolescent; I'm ready to go, even if that means making mistakes and backtracking.

Thanks are due to the adolescent projects of the past and present, because even though most of the projects that have been tried have fallen somewhat short of Dr. Montessori's ideal, they have given something back to us, and they have tried to do something for adolescents, who so desperately need help in our society.

There are some givens, and if we don't heed them, we will only keep making "compromises." First, *To Educate the Human Potential*, p. 3: "Not in the service of any political or social creed should the teacher work, but in the service of the complete human being, able to

exercise in freedom a self-disciplined will and judgment, unperverted by prejudice and undistorted by fear." This must be our aim, even more consciously with adolescents than with the other planes. Both the adolescent and the adult must be prepared to work for this aim.

To Educate the Human Potential (pp. 4-5) also describes the 6-12 period, when the seeds of everything are sown. If neglected or frustrated during this period, the mind becomes artificially dulled. These seeds are "held lightly in the mind" and germinate later, "when the will becomes more directed"—during adolescence. Montessori does not say that we should dig up the seeds from time to time to see whether they have rooted.

To Educate the Human Potential (pp. 7-8): "The child of six who has been in a Montessori school has the advantage of not being so ignorant as the child who has missed that experience. He knows how to read and write, . . . has already acquired the basis of culture, and is anxious to build on it, to learn and penetrate deeper into any matter of interest." But is it really so? Are all the children coming into our Elementary programs ready? Are they all reading, writing creatively, able to do multiplication?

Dr. Montessori says children leaving the Montessori Upper Elementary are three years ahead of their counterparts in other schools. But is this really true of all our children in all our schools? Furthermore, is Cosmic Education really firing up and inspiring all the children in our Elementary schools? Is it really giving a vision of the universe? Are the children getting the proper basis of language and math? These are also givens we must have in place before we begin to plan an Erdkinder.

If these givens are not in place, we cannot hope to start a real Erdkinder. Granted, what we would start without these givens might be better than what exists now for adolescents, but are we looking for better or are we looking for best?

I don't think Dr. Montessori had in mind that we gather adolescents who are ready from all around the country and bring them to one place, 3,000 miles from some of their families, who would never be able to visit. Therefore, it seems to me, they have to be in the local region.

Underlying the Montessori idea of "an aid to life" is her vision of the child as the cosmic agent of humanity and its survival. The theme that runs through the four planes is putting the child in touch with the cosmic task of the world and its inhabitants in a manner that is fitted to the psychology of each discrete plane. If a child does not get this connection in one plane, he or she cannot move on to the next plane fully prepared.

In the first plane, this connection is made subconsciously yet concretely through the materials. In the second plane, it is made more consciously, through approaching Cosmic Education as a drama, not as a lifeless curriculum. This drama is the vision of Montessori. If this drama inspires the child of the second plane, then when that child reaches the third plane, he or she will be able to ask, "What is my role in this drama?"

Too often I ask teachers, "Have you done the Great Lessons?," and they respond, "No, not yet, because they can't read and write." I say, "Have you ever thought that maybe they only need ears to listen with?" How can we open for the child these doors into the cosmos if we don't give the Great Lessons until the year is half over?

Going Out is also important to give the Elementary child a complete vision of the universe, and a particularly valuable aspect of Going Out is community service. This is the basis for the service we've been talking about for adolescents; it needs to begin earlier than adolescence.

The cosmic plan and the adolescent's place in it is the logical focus of study for the third plane, as the seeds of Cosmic Education germinate and the student knows what he or she wants to study. I

don't think the cosmic plan can be fully explored at the second plane. It is too vast. That is why Montessori tells us to sow seeds. And after these seeds are sown, there has to be a period of silence, darkness, and rest, during which the roots grow deeper, before any shoots appear above the ground.

What, then, do we have to give adolescents? Freedom to study Cosmic Education at the level at which they can explore and from which they can write, without tying the study to a syllabus or curriculum. I also wonder if the place of the sixth Great Lesson is, as Mario Montessori told me once, the transition between the second plane and the third. He said it pulls together the seeds that have been sown in the second plane. Maybe we could make this another opening drama for the adolescent.

AMI is not there to approve or to disapprove anything. AMI tries to maintain Maria Montessori's principles and guidelines at any and all times, because if we don't, they will disappear. We are there to help and encourage.

(Renilde Montessori)

I think we need funding for a research student to write up any project that is started, from the beginning and in detail. We have no Erdkinder model to go on, as we had with the infant work, the *casa dei bambini*, and the Elementary.

Questions

Peter Gebhardt-Seele: "Could it be that the rest period for the seeds is the 12-14 period, and that the seeds are shooting or germinating at the 15-18 period or even later?"

I think that's probably true, but I think that they need to revisit Cosmic Education at the beginning of the third plane and reflect upon where they might like to go or what they might like to look into in more depth. Maria Montessori emphasizes that 12-14 is a creative period, in art, in language, in music, etc.

Linda Davis recalled a 13-year-old boy who spent weeks researching World War I and produced only a half-page report. A few weeks later, however, he started a fiction story, which grew into a short novel. It was the story of a soldier in World War I.

Tom Postlewaite asked whether the revisiting of Cosmic Education means that we should retell the Great Lessons at the beginning of the third plane.

I don't think we should necessarily retell the Great Lessons, but we should put students in touch with literature like Brian Swimme's *The Universe Is a Green Dragon* or H.G. Wells and others who are dealing with the themes of Cosmic Education, as well as newspaper articles and the like. Community service is also vitally important.

David Kahn: "To what degree can you take the philosophical realizations of Cosmic Education that take place in the second plane (the cosmic task, belief in human progress, responsible participation in nature, etc.) and transfer them to the history of ideas?"

I think that's where we should be going, where we should be taking Cosmic Education. These children are ready for philosophy, for great ideas, especially ideas with their roots in the Story of the Coming of Human Beings, which emphasizes the gifts of intellect and love.

Larry Schaefer: "That phrase about children being three years ahead has always been a troubling phrase for me. First of all, it seems an unworthy goal. Second, ahead of what? To use it as a given, therefore, seems a little troubling."

Montessori says that after the second plane the child is capable of real, hard intellectual work. I wonder if we really make full use of those years and give them everything they could learn, or whether we're satisfied with giving them what they give in the public schools.

Montessori children, at 12, have done things that high school students haven't even touched. That's what she's talking about. There will, of course, be individual children who won't attain this, but that doesn't matter, as long as we don't label them.

Larry asked for more clarification. Monte Kenison read from *To Educate the Human Potential:*

> We claim that the average boy or girl of 12 years who has been educated till then at one of our schools knows at least as much as the finished High School product of several years' seniority, and the achievement has been at no cost of pain or distortion to body or mind. Rather are our pupils equipped in their whole being for the adventure of life, accustomed to the free exercise of will and judgment, illuminated by imagination and enthusiasm. Only such pupils can exercise rightly the duties of citizens in a civilised commonwealth. (p. 1)

Monte commented that you cannot compare traditional education to Montessori education—it is not measurable.

Strilli Oppenheimer agreed with Miss Stephenson and added that the intellectual ability of children is undervalued.

Camillo Grazzini agreed that achievement cannot be quantified in terms of ability to read, write, or do math. Learning is a matter of exposure and experience.

Second Trainer: Camillo Grazzini

Mr. Grazzini presented a paper outlining a proposed course of action leading to the establishment of an experimental Erdkinder program. The full text of this paper will be published at a later date. Following is his list of recommended studies and the documents they should produce.

What Needs To Be Done

(a) An enquiry into the **level of acceptance** of an Erdkinder community on the part of present-day

American society, that is to say, by: the educational authorities; parents; potential staff or personnel; and the potential adolescent members.

(b) Outline of a plan for **setting up the boarding/residential school including the student hostel, the farm, the guesthouse, shop, etc.**; and for their coordination into a single overall structure for the functioning of the Erdkinder community.

(c) Information on the most important **institutions that have been set up for adolescents** (past and present), and especially on how these institutions have been organized.

(d) A plan concerning the **team of experts** for the Erdkinder community: component members; their various tasks; and their coordination.

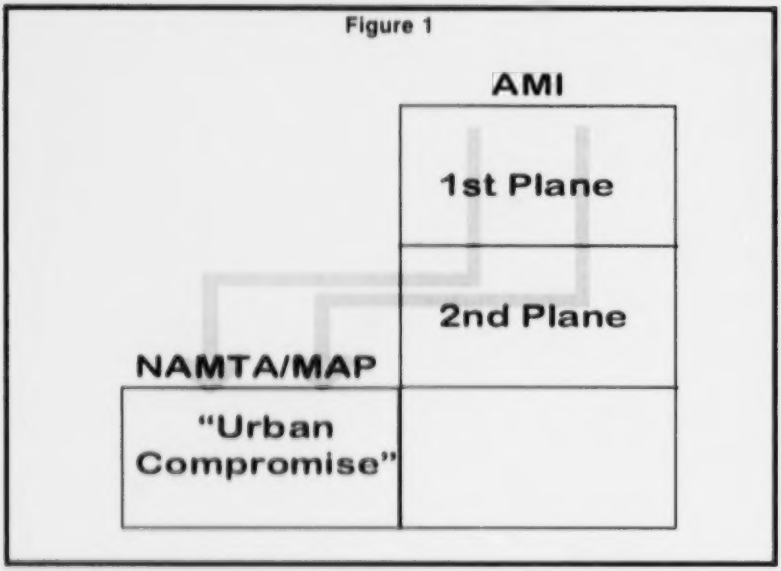
(e) A **"Montessori" syllabus** (possibly unified/integrated) of the academic curricula adopted by the secondary schools involved in the "adolescent project" or "urban compromise."

(f) The **national programme or curriculum** for the first three years of secondary school.

(g) A single comprehensive report on all the **observations** made by the *adolescent practitioners.*

(h) An outline of a **Montessori "plan of studies and work"** prepared and organized/systematized for immediate use in the Erdkinder community.

(i) Collecting all of **Dr. Montessori's unpublished lectures** on the secondary school; and (possibly) revising, translating and publishing them in a single



volume. Clearly this would have to be done in cooperation with AMI.[2]

Discussion and Questions

Mike Strong proposed a visual representation of how he interpreted Mr. Grazzini's paper. He asked if he was correct in his interpretation that the North American Montessori Teachers' Association (NAMTA), with its Montessori Adolescent Project (MAP), is already supporting the "urban compromise"[3] programs and that AMI should support the development of a true Erdkinder, which does not yet exist (see Figure 1).

Not entirely, Mr. Grazzini replied. We should try to use the experience and great achievement of the existing projects, find what is common to all of them, to move toward a true Erdkinder.

[2]From "A Montessori Community for Adolescents," unpublished paper by Camillo Grazzini and Baiba Krumins G. Copyright © 1996 Camillo Grazzini and Baiba Krumins G. All rights reserved. No part of this paper may be reproduced without the advance, written permission of the authors. Printed by permission.

[3]The phrase "the compromise situation" was used by Mario Montessori Jr. to designate adolescent programs started by Montessorians but not involving a long-term residential farm experience (cited in Gang, 1979).—Ed.

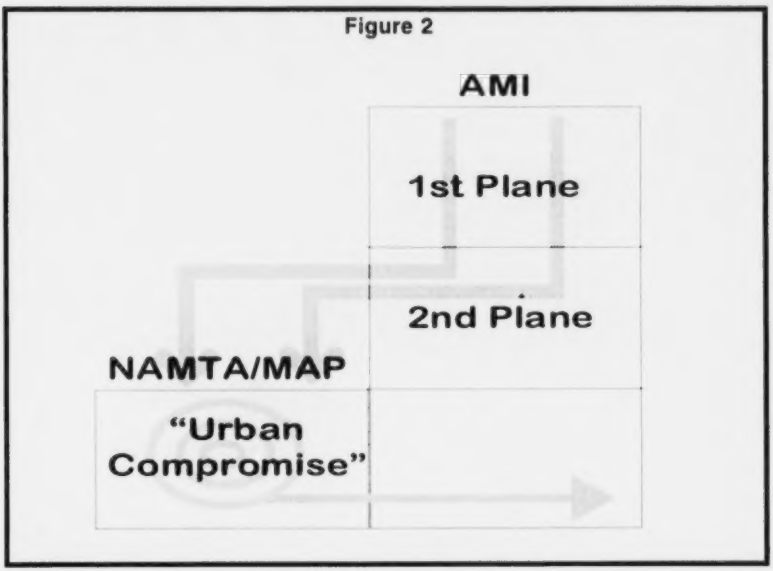
Mike proposed an addition to the chart, an arrow leading from within the "urban compromise" box to the blank space where Erdkinder will go, with a swirling tail that encompasses the whole contents of the "urban compromise" box (see Figure 2).

Mr. Grazzini and other participants reacted favorably.

Larry Schaefer: "It's a little fearful, what I'm about to say. First of all,... [Mr. Grazzini's paper] is full of thoughtfulness, great to hear, and I hope we all have a chance to read it and to understand it. But it embodies, actually, all the apprehensions and fears I had coming here. What business do I have being here? I don't have an Erdkinder. What have I got to say in regard to the Erdkinder? What more is there to say after that statement? That's my apprehension. How can we continue this dialogue, this Colloquium? That's my apprehension."

Pat Schaefer pointed out that the very nature of an Erdkinder is that it must flow from a community and the adolescents of that community. It has to belong to a place and to the people who have a

Figure 2



sense of ownership of the place. Therefore, she questioned the possibility of a national model using children drawn from all over the country. Making any individual project into a national model would run the risk of violating the sense of ownership. Nobody wants to be a model.

> **What, then, do we have to give adolescents? Freedom to study Cosmic Education at the level at which they can explore and from which they can write, without tying the study to a syllabus or curriculum.**
>
> **(Margaret Stephenson)**

Mr. Grazzini used the example of an Italian family who, for business reasons, must relocate to the United States. They know they will have no trouble finding a Montessori environment for their children aged 2, 4, and 10, because there is a standard, a common thread. He explained that the purpose of a model is to find the standard that would be common to any Montessori environment for adolescents.

Margaret Stephenson agreed that Erdkinder is a "community endeavor and therefore a collection of community endeavors." Just as the infant communities and the Elementary classes have grown out of the existing Primary classes, Erdkinder projects "should come naturally, as the next plane of development, from the existing Montessori community." It will be "regional, rather than national or global." Nevertheless, she agreed with Mr. Grazzini that we need some kind of "guiding body" under the direction of AMI.

She reiterated that the plan is already there in Montessori's writings. In regard to the questions of parents' willingness to let children go away, she said we need to emphasize that the Erdkinder is only for the first sub-plane of the third plane. The children are not going away for six years, only for three. During the second sub-plane, the young people return home and start their high school studies in preparation for the university.

Mike clarified that Mr. Grazzini had proposed both a national model and a coordinating body, and that Miss Stephenson's comment is consistent with the latter.

David Kahn asked if Mr. Grazzini's idea is that we should "make the leap" to "pure Erdkinder," or whether he would accept the idea of continuing to work *toward* Erdkinder from the urban programs that already exist. He added that NAMTA's Montessori Adolescent Project (MAP) was declared dissolved as of the NAMTA adolescent conference in December, 1995, because it became clear that, with all the new programs starting up, NAMTA could not take the responsibility. It needs to be in the hands of a training organization, "not to set up a training course *per se*," but to provide support. He concluded that the farm projects being started by Lake Country School and by the Montessori schools in northeast Ohio seem to be moving in the direction Mr. Grazzini has proposed.

Larry responded that even though his school has bought a farm, the realization of Erdkinder is still at least 10 years away. The amount of money still needed to build the necessary buildings is very large.

Miss Stephenson suggested that rather than buy a farm we find a farmer who is willing to accommodate the Erdkinder, perhaps in conjunction with other farms in the area. The three necessities are the environment, materials, and work opportunities.

David suggested that the real question is how long this process takes. "It may not be everything all at once.... It may be in components." He asked if Mr. Grazzini would be willing to accept this "as a reasonable set of conditions."

Miss Stephenson pointed out that the first *casa dei bambini* did not have all the materials we now have. Dr. Montessori spent many years making and trying new materials. Of the three essential components, it would seem that the environment has to come first.

Mike suggested that two complementary paths seem to be emerging: the national model and the regional projects. Miss Stephenson's emphasis is on maintaining community within the school. Larry is saying yes, but it is a struggle for a small school to "manage this incredible transition." Mr. Grazzini, on the other hand, is saying that a national model has the advantage of being able to draw children from across the country, and parents might be willing to pay quite a lot for this high-quality program. Mike concluded, "I can imagine a national model somehow complementing the local/regional efforts."

Mr. Grazzini said he thought we were confusing two issues, first, the acceptance of what Montessori designed for the Erdkinder, and second, our ideas of what is possible and what is not. He suggested we try to deal with these issues separately.

> **Like I did when I taught at the Elementary level, I am still trying to help the students' passage to abstraction, to stimulate their interest, to capture their imagination, to meet their need for group work, to respect their growing moral awareness, and to give precise keys so they can proceed to make discoveries on their own.**
>
> **(John McNamara)**

Larry reiterated that his issue is what he has to offer to this discussion, since he does not have an Erdkinder. Linda Davis pointed out that Larry has himself to offer as a "strong, stable adult" who can give moral guidance.

Peter Gebhardt-Seele reiterated that when Maria Montessori started San Lorenzo, she had a plan to begin with, but she modified her practices as "the children revealed to her how to do this thing." We are now, with the Erdkinder, at about the same point where the *casa* was in 1907. We must now begin with the Erdkinder plan and go through the same experimentation process.

Returning to the chart, Mike reminded Larry that Mr. Grazzini had *wanted* the arrow to be added, indicating what the current

programs have to offer to the emerging Erdkinder. Mr. Grazzini added that these programs are a base on which to build.

Pat Ludick expressed the desire for a deeper appreciation for the hard work and dedication of those who "are in the trenches"—more than just a statement that their work is being observed. She pointed out that it may be hurtful to some of the adolescent practitioners to hear their work referred to as a "compromise." Erdkinder, she added, is a grand ideal; "I don't know how it would be realized in my lifetime."

Pat Schaefer commented that programs like Pat Ludick's have lighted the way and removed some obstacles, making the work easier for those who follow.

Mr. Grazzini said to Pat Ludick that he did not intend to be judgmental about the work of the urban programs and that what he had said about them in his paper had come from the articles he had read in *The NAMTA Journal*.

Mike Strong returned to the chart, saying that he thought some people had been expecting the "urban compromise" block to be at least partially under the AMI heading and that it was perhaps "a shock for Mr. Grazzini to be so perfectly clear" that that block is outside the AMI column. Nevertheless, Mike expressed his own opinion that, inside the AMI column or not, the existing programs are "absolutely wonderful," even if the ideal is something else.

Paula Lillard commented that those who are just starting adolescent programs turn to the faculty of the existing programs for advice and support.

Linda Davis recalled that none of the early Erdkinder programs started in the U.S. in the 1970s still exist. We need to study and learn from these "failures." Perhaps a coordinating committee such as Mr. Grazzini proposes could help more programs stay viable. Interaction

between practitioners and philosophers is essential for the eventual development of an Erdkinder.

Returning to the chart, Mr. Grazzini said that a compilation of all the urban experiences, including John Long's chart of characteristics and needs (see Figure 3), would provide valuable insight for the establishment of an Erdkinder environment.

Patty Pantano agreed with Pat Ludick and proposed that the phrase "urban compromise" be dropped altogether and replaced by a more positive term: the "urban contribution." Many people agreed.

David Kahn pointed out that this contribution is in process. Erdkinder is not something you arrive at right away; it takes time to evolve into it. The ideal of Erdkinder is what has driven the urban programs; these programs were not started as ends in themselves. He asked Mr. Grazzini whether a national model Erdkinder, without a connection to a community process, without stages of development, would ever be able to be replicated.

Mr. Grazzini responded that just as the *casa dei bambini* is essentially the same whether it is in Bergamo or Cleveland, the Erdkinder would also be essentially the same because it is a response to the needs of the adolescent. The character of the Erdkinder would not be relative to each community but would depend on what is a true Montessori model.

Peter Gebhardt-Seele commented on the large amount of detail work to be done before the model as set forth in "Erdkinder" can become reality. These details are what we are here to decide upon.

Miss Stephenson wondered aloud whether these details really do have to come first. She traced the history of the Elementary course, from the first short course in 1935, through Dr. Montessori's experiments with it while she was in India, to the courses Mario Montessori began to give in Europe. She compared this and the emergence of the Erdkinder to a birth process. The baby does not emerge immediately;

Figure 3

Characteristics

Physical
a time of tremendous physical growth, sexual maturation, and boundless energy

Emotional
a time of developing self-awareness, uncertainty, emotional unevenness, a self-critical age

Social
solidarity with peers, identity with race, gender, & ethnicity, critical of each other & especially of adults, question rules and beliefs, a humanistic age, a moral & ethical age, seek increased independence

Cognitive
a thinking & critical age, capable of mature thought if framed within a personal context, a creative age

Needs

Physical
physical activity and time for relaxation, contemplation

Emotional
meaningful work, opportunities to contribute to their communities

Social
to build community, reliable and close relationships with peers and with at least one adult

Cognitive
opportunities to express creatively their new interests, thoughts, and emotions; to acquire flexible and inquiring habits of mind; to develop a personal vision.

the time and the circumstances must be right. Someone joked that we must therefore be in labor, and that is why it is so painful. Miss Stephenson agreed and continued, saying we must consider what is absolutely essential to the structure to be brought forth—these are the organs that have to be ready for the infant to survive outside the womb. These essentials are the environment, the materials, and the work. In addition, in preparation for the fourth plane, the developing person must undertake an exploration of an ever-expanding society: the family, then the *casa*, then, at the second plane, the double environment of the classroom with its materials and the society outside, with the people, their activities, and the biological and geographical elements of the universe. Now, for the third plane, the exploration is even wider, encompassing the farm and the community of the rural area. It echoes what the children explored at the second plane: civilization and how it came about. But now the exploration takes place in reality because the adolescents are actually *doing* it. Cooperation with the land, cooperation in commerce, and cooperation in the cultural life of the rural society touch materially the things studied in the second plane and afford the adolescent the opportunity to see his or her place in society.

Mr. Grazzini agreed that this may not be the time to decide all the details. But we can unify the work that has been done and bring it together with the essentials of Montessori's books and manuscripts. If the human being is what we study, then we must create an environment which uniquely addresses the psychological characteristics of the adolescent.

Mike said that the Colloquium participants who are working in the urban programs have to go back to their schools and keep going with those programs. He said it sounds like Mr. Grazzini would like other people, meanwhile, to begin working on Erdkinder, so that as Erdkinder develops, the urban programs continue to be valuable and there is communication between the two.

David Kahn went back to the "organic process of developing Erdkinder," pointing out that if that process is acceptable, then we are already making great progress. He asked whether Mr. Grazzini

> **On the one hand, all of the designated pieces have to be in place for the Erdkinder to succeed, but on the other hand, Erdkinder can happen only gradually, by experiment.**
>
> **(Linda Davis, citing "Erdkinder")**

could accept the process of evolving toward Erdkinder, or whether "pure Erdkinder" has to start up full-blown.

Mr. Grazzini responded that those working with adolescents now must continue their work because it is the only possible thing under current conditions. However, we still need to establish something we can "touch" so that we can see the physical, psychological, and emotional environment for the third plane. Continue what you are doing now, but if you want to see the child at the third plane, you need to establish a new environment.

"If you build it, they will come," David suggested.

Mike proposed three possibilities: (1) that the people in the urban programs stay with them—circumstances may dictate that these programs go on indefinitely; (2) that someone, in the next few years, build a complete Erdkinder model; (3) that people like Larry Schaefer and Paula Lillard keep trying to get there.

Mr. Grazzini suggested that numbers 1 and 3 be combined into only one possibility because arrival at Erdkinder "is the dream of everybody."

Linda Davis inquired about people just starting programs. Where do they fit into these categories? She quoted "Erdkinder," which says, on the one hand, that all of the designated pieces have to be in place for the Erdkinder to succeed, but on the other hand, that Erdkinder can happen only gradually, by experiment. She expressed the desire that the Colloquium specify elements that a beginning program needs to have. She pointed out that model programs probably do not exist at any of the other levels (3-6, 6-9, or 9-12), yet from one city or even one country to another, these programs have

common elements that make them Montessori. Even so, each program reflects the culture of its locality and the personalities of its teachers and children. This balance of similarities and differences from one program to another needs to be addressed at the adolescent level.

Mr. Grazzini said that one must look at what Montessori has said in order to determine what to do. Montessori, he pointed out, looked at the third plane *through* the first and second planes so that she had the basis for the reality of Erdkinder.

Tom Postlewaite commented that when there is something that is not working in his own classroom, something that is not leading to concentration and spontaneous engagement for his students, he appreciates opportunities, such as those offered at NAMTA conferences, to hear what *is* working for others. He suggested that proven practices be somehow compiled for the use of programs just starting up, so that they do not have to "reinvent the wheel."

Mr. Grazzini agreed. There is an outline for the work in Montessori's writings, but there are no detailed programs for math, history, and so on. Because we are trying to satisfy both the parents and the state, any two programs will be very different from one another. The point is not for all programs to use the same materials or techniques but to look for common elements.

Monte Kenison pointed out that although we all strive for a high standard, the standards for the adolescent level are not clearly spelled out, as they are for the other levels. Now that the pioneers have tried different things and come back to report the results, we should try to build a common vision—a framework—of what a Montessori adolescent program should be. This would give everyone something to strive for, even if its full realization seems very far off.

Returning to the chart, Mike Strong offered this summary: The practitioners present seem to be looking for some AMI guidance in their current ("urban") work, but, although there is no *official* AMI

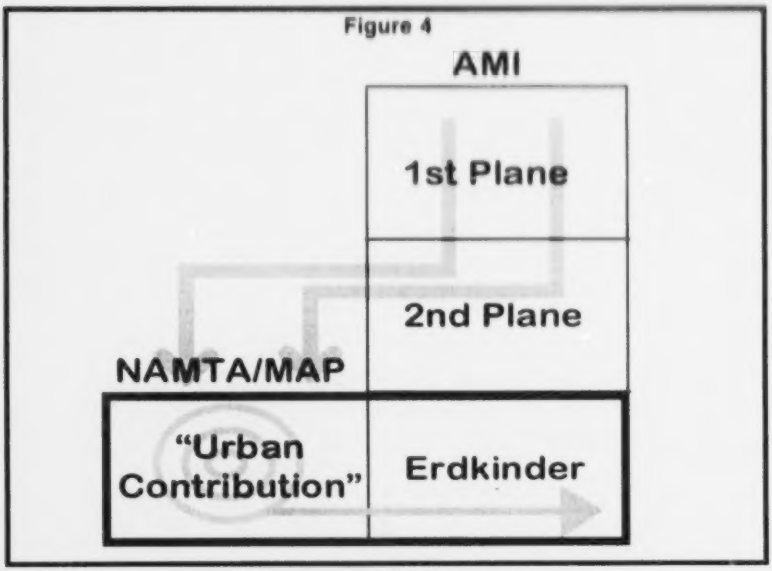
position, the AMI trainers present seem to be leaning toward Erdkinder only.

Monte said he had a bit of a problem with the chart's placement of the "urban" programs seemingly outside of AMI. He said it might make the people who have done the experiments feel that they have not been doing "the right thing," which is unreasonable because "there wasn't a right thing to do."

Mr. Grazzini drew a border encompassing both the "Erdkinder" block and the "urban" block on the chart (see Figure 4). Monte and Linda agreed.

John Long pointed out that more and more adolescent programs are being started, as evidenced by record attendance at the most recent NAMTA adolescent conference. These schools "are at least in the loop" of NAMTA and AMI; even if they are not AMI-affiliated schools, they are at least trying to maintain an AMI Montessori

Figure 4



standard, as Monte discussed. What help can we provide for these schools so that they do not hurt the good name of Montessori by inventing programs on their own with no guidance? He joined with Tom in calling for clear guidelines for the intermediate work.

Third Trainer: Kay Baker

I'm not going to repeat the Montessori perspectives that have already been discussed. Instead, I'm going to give a more personal perspective on the third plane.

One question I've asked myself about the Erdkinder is "Should it exist?" The answer is an unqualified yes, and it needs to exist now. Parents have dedicated themselves, given time and resources, so that their children can attend Montessori schools. In a practical sense, these parents are the reason we all have jobs. And these parents want their children to continue in Montessori beyond the 9-12 class. We live in a world of faxes and e-mail, where people want things immediately. Likewise, these parents want programs for their adolescent children right now. I don't think the same pressure was there for the early 3-6 people starting their first classes.

The first challenge for a Montessori adolescent program is whether it naturally follows what we already have in place. The next consideration is its content. The nature of the Montessori curriculum has always been the universe, so that is not in question. What is in question is the externalization of this curriculum: the books, the materials, the adults, the schedule, the physical environment, etc. Even more critical is the issue of mastery—what do the adolescents have to master? Certain things must be mastered before one can have certain other experiences, just as one must master walking before one can run.

The next issue is the preparation of the adult, including the adult's full development as a person in addition to practical preparation in the content. In areas of morality, for instance, the adult's life should reflect what is being taught. While the length of the training

For the third plane, the exploration is even wider, encompassing the farm and the community of the rural area. It echoes what the children explored at the second plane: civilization and how it came about. But now the exploration takes place in reality because the adolescents are actually *doing* it. Cooperation with the land, cooperation in commerce, and cooperation in the cultural life of the rural society touch materially the things studied in the second plane and afford the adolescent the opportunity to see his or her place in society.

(Margaret Stephenson)

This may not be the time to decide all the details. But we can unify the work that has been done and bring it together with the essentials of Montessori's books and manuscripts. If the human being is what we study, then we must create an environment which uniquely addresses the psychological characteristics of the adolescent.

(Camillo Grazzini)

program is still up for discussion, "the fact of it seems to me to be ... essential."

Another issue concerns the needs of the adolescent: What are these needs, as opposed to wants, and as opposed to the wants of the adult? Identifying the adolescent's needs will help us to explain our programs to parents: If they understand what the need is, they will understand our response to it.

Continuity of development is another consideration. If a school commits to aid development from birth to maturity (or for a portion of that time span), then every staff member needs to understand the continuity.

Questions

David Kahn remarked that there has been an assumption that "the plan of studies could remain essentially traditional on the Erdkinder premises." Yet, "there seems to me to be a split between how the plan of studies is organized and the prepared environment of Erdkinder." How, then, does the Erdkinder environment uniquely support the plan of studies?

Mike Strong proposed a clarification: On the one hand, we have the work on the farm, and on the other

hand, we have the visiting specialists, etc. Are these parallel or are they integrated?

Kay replied that this issue needs very careful consideration in relation to developmental needs. Does the environment (for example, the "museum of machinery") serve only to remind the adults of what the adolescents are to be taught, or do the specialists come in and encourage the adolescents to think about different subjects? The question is, what are the things that need to develop at this particular period of life? The adolescents themselves have to reveal this to us. We don't yet have enough anecdotal evidence.

Mr. Grazzini pointed out that Montessori wrote about a "plan of studies *and* work," not just a "plan of studies." David responded that perhaps there should be studies that arise from the work and also studies that are more formal and independent of the work. Kay added that the key is what maturation is necessary at this stage of development.

Margaret Stephenson pointed out that we need to provide whatever academic preparation these students need for wherever they are going after the Erdkinder. We need to prepare them to get into the college, university, or vocation of their choice. We can use documentation and guidelines from programs outside of Montessori that have "filled the need." Kay responded that we need to take into account, at each plane of development, the tremendous capability of the human intellect. Intellect allows a person to make moral decisions, to have a balanced emotional life, and so on. She interpreted Miss Stephenson's remark to mean that we need to attend to intellectual development.

Larry Schaefer observed that the adolescent needs to work, but not alone. If specialists come in, the adolescents want to relate to them as *people*, not just as subject specialists. Kay agreed, citing instances of people who, asked why they have chosen a particular career, respond that it was the influence of a person.

Peter Gebhardt-Seele returned to the question of needs. There are the needs as expressed by the adolescent as well as the needs that somebody else determines for the adolescent. How can we use needs as a tool for talking to parents when parents have their own ideas about what the adolescent "needs" to get along later in life?

Kay replied that it is a combination. You can't ignore the fact that these young people will eventually have to live in a society that has a certain structure and therefore makes certain demands. These needs have to be given equal weight with the needs that occur by virtue of being a human being.

Peter responded that in the Elementary class, we make the point that children don't need pressure from adults in order to recognize and adapt themselves to the culture around them.

Kay referred to Montessori's "bulb" chart of the planes of education,[4] noting that there is a bulge at adolescence. She said we have not yet fully explored the development that is specific to the adolescent. We already know what the society needs are, so we need to concentrate on other needs.

Linda Davis read a passage from "Erdkinder" about studying one person or historical period in detail. She cited examples of her students' history studies, initially triggered by the old cemetery near one of the farms they visited. Once back in the city, they consulted with a historian, who showed them how to research a house or person they found interesting. During this research, one topic triggered another as the students' interest took control. She asked whether there is some consistent way to get students started doing these in-depth studies Montessori recommended, or whether we simply have to "hope they're going to stumble across a graveyard."

Kay suggested that the in-depth studies Montessori mentions are perhaps intended to be examples of how adolescents can continue their study of the universe, which began in the Elementary years. Perhaps not every adolescent has to go about it in this way. Mr. Grazzini agreed that these were just examples. The aim is to gain a

sense of history. Kay added that studying history and gaining a sense of time links with the adolescents' need to know their own potential as human beings. This is a way to reconcile the adolescent's intrinsic need with the parent's desire that certain subjects be mastered.

Linda reiterated that practitioners may be looking for ways to spark students' interest—ways that might be analogous to the timelines and Great Lessons at the Elementary level. Referring to David's question, she asked whether it needs to be linked with experience or brought in more abstractly.

David referred to the idea of "key experiences" and "key materials." Through key experiences, interest is sparked by experience. The unity of the farm environment lends itself to interdisciplinary studies, just as the unity of the Elementary environment, centered on the universe, leads to interdisciplinary studies.

Miss Stephenson agreed. She suggested that the sixth Great Lesson could be a bridge between the second plane and the third. Students would become interested again in the things they perhaps didn't have time to study as deeply as they would have liked in the Elementary. In addition, the environment—"the graveyard next door or the shoe factory next door; ...it doesn't much matter what"—will spark students' interest. The staff should act more as tutors than as teachers.

John Long referred to Peter's challenge to sort out adolescents' true needs. Adolescents, he said, do not feel any need to understand history, per se, but they do have a need to self-consciously construct their identity. This need emerges as a tremendous desire to understand their gender, race, religious heritage, family history, etc. These needs, then, are the roots of interest in history. Kay replied that even though history is the entry point, it must be personalized to meet the needs of the adolescent.

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[4]Cited in Grazzini (1995).—Ed.

> Another issue is about the needs of the adolescent: What are these needs, as opposed to wants, and as opposed to to the wants of the adult. Identifying the adolescent's needs will help us to explain our programs to parents: If they understand what the need is, they will understand our response to it.
>
> (Kay Baker)

Monte Kenison pointed out a parallel between the first subplanes of both the first and third planes of development: He said we seem to be struggling with the idea that because we have had a classroom environment for the 3-6, 6-9, and 9-12 age groups, we feel we need a classroom for young adolescents. He interpreted Montessori's vision to be that just as the infant and toddler explore their environments without a classroom, young adolescents need to do the same. They are ready to apply the intellectual work they have done at the 6-12 level to a small, controlled environment.

Miss Stephenson reiterated Montessori's statement about the adolescent's extraordinary decrease in intellectual capacity. She also cited a study from several years back (perhaps done at the University of Kansas) that found the same decrease, especially in ability to learn under pressure. This is why, she concluded, adolescents need to be free to learn according to their own interests. Kay clarified that it is not intellectual power that diminishes but the capacity to receive too much information of the same type. It's important to help parents understand this, so that they do not think it is a waste to send their children out to a farm for three years.

Fourth Trainer: Peter Gebhardt-Seele

Programs for adolescents are springing up in Montessori schools wherever you look, "like mushrooms." If there is no guidance, then they will do it without guidance, and it will be the children who suffer. Therefore there is an

> We need to provide whatever academic preparation these students need for wherever they are going after the Erdkinder. We need to prepare them to get into the college, university, or vocation of their choice.
>
> (Margaret Stephenson)

urgent need to come up with a model and a training concept for that model. But if it is not carefully designed, we would be better off leaving the task to the practitioners in the field.

Since we cannot design a model in the short time we have left here in the Colloquium, we must at least come up with a process that will yield one in the near future. When Maria Montessori began her work at the first *casa dei bambini*, she had some idea of what she was going to do, but, as we know, only in the course of this work did she finally develop what today is the Children's House. With our Erdkinder model, we are about at the point where Montessori was in 1907. We have a draft and an idea, but no one has gone through the process of evaluating it with children. Many of the ideas Montessori had originally are still with us: the Seguin boards, the fraction insets. But the toys, dollhouses, and so on, with which she began, were later removed; likewise, she added many new materials that were not in her original plan. The deciding factor was observation of the children. Perhaps the same is to be expected with her Erdkinder model.

Maria Montessori did not base her goals on the expectations of parents, of society, or of the government. She looked at the children without compromise and strove for the best realization of their potential. To observe children successfully, you need a criterion for what is progress and what is not. Montessori found this criterion in the phenomenon of normalization, the primary mark of which is polarized, concentrated work. At the beginning, we make a lot of decisions for the children, but after they are normalized, their likes and dislikes can be trusted to reflect their developmental needs.

When the Elementary level was designed, what methodological tools were used? First, they kept what had been successful at the 3-6 level: Let the children follow their inner directives to work, and create an environment suitable for that work. The materials were designed with scientific accuracy and tested against the children's spontaneous acceptance of them (just as they were at the 3-6 level). Again the criterion was normalization. The fear that the children might "miss" some portion of the curriculum was not the determining factor.

So our methodology should include looking back at all the experience that has gone before us in adolescent programs run by Montessorians. This could be done through a collection of anecdotal evidence as well as a formal analysis of the components of existing programs. In addition, our methodology must include looking at Montessori's writings on adolescents. Through both of these methods, we can determine the details of the program:

1. Boarding

   - With young adolescents, the family no longer has immediate impact. This is not to say that the family should be entirely omitted from the adolescents' lives, but in everyday life, they need to be away from the family.

   - Boarding has the advantage of being able to draw from a wider pool of parents—that is, parents from many different schools—thus avoiding the need to convince every parent at a single school of the value of living on the farm.

   - How long to board? A school in Perth, Australia, for instance, had boarding Monday through Thursday. On Thursday night the students went home, spent Friday in an apprenticeship (at a bakery, law office, hospital, etc.), and spent the weekend with their families. Judging by the comments I heard, family life was greatly enhanced.

2. Setup: Farming

   - What type of farming? Where? Can you farm on the school grounds? Would it be the same?

   - What seasons? It needs to include at least one entire crop cycle, because you cannot experience farming if you plant seeds and are not there to see them grow. In addition, even in winter there are animals to feed.

3. Age Level

- The third plane is 12-18. I don't think Maria Montessori said there would be two different models for 12-15 and 15-18. Yet there is evidence that 12-15 is a crucial period.

4. Staff

- We have discussed at length generalist vs. specialist. Maria Montessori envisioned a house parent couple and high-caliber specialists coming in. We could think of the house parents as the generalists, or they could be separate from the generalist.

- Should the specialists be Montessori-trained?

- How do we train all the staff? Do they need training? Our discussions seem to assume that the generalist is a fully-trained Montessorian, either Primary or Elementary, and hopefully both, because the third plane builds on the second but has many affinities with the first.

- Do we need additional training that focuses on the adolescent level?

5. Curriculum

- Farming and gardening, certainly. But what about other gross motor activities: carpentry, wood chopping, construction? Are these in addition to the farming, or are they a substitute?

- Money-making work in addition to farming: print shop, restaurant.

- Creative work: art, poetry, crafts. Is there an art teacher? A visiting poet? A tinkerer?

- Involvement in professional work.
- Social activities, contact with other age groups.
- Academic subjects: What percentage of the adolescent's time? How are they presented: presentations (as in the Elementary), real-life situations (like Linda's cemetery), response to a need (repairing a tractor), child-chosen exploration?
- Choice of curriculum: high school requirements?
- Materials, museum of machinery, museum of historical documents, books and other reference tools, access to the Internet, etc.

6. Work Style

- Classes with teacher teaching? Presentations? Individualized work? Assignments? Follow-on work to presentations? What percentage of time for each?

7. Governance

- Are decisions made by the adult or by the adolescents? Montessori says the staff has to maintain order until the adolescents are ready to do it themselves. What is the process to get them to that place?
- Freedom, limits, moral guidance, sexuality.
- Schedule? Clothing? Inclusion of special children?

So we must list all these components and evaluate them in terms of our experience, producing a formal report of anecdotal evidence, or in terms of future experience, through observation, always using normalization as our criterion. Then we can assemble the components that receive high ratings and build a model that implements them as a whole.

Questions

David Kahn asked whether a decontextualized, component-by-component analysis is really how Montessorians operate.

Peter replied that Maria Montessori certainly did operate that way. We would never have had a checkerboard if she hadn't set out to design a material for multiplication as an isolated component. David rephrased his question: Wouldn't Montessorians find it easier to look first at the whole, then at the parts, since they are used to approaching things holistically? Peter replied that this is not an easy process, but the details must be determined. Kay Baker added that although she initially felt overwhelmed by the number of questions Peter had raised, she appreciated the fact that these details do have to be determined in order for a model to work.

Margaret Stephenson said that Peter's outline is "the ground plan for the next move." We need anecdotal descriptions of what is going on in these operations all over the country. Montessori based much of her thinking on anecdotes about the first programs.

Camillo Grazzini said that we also need anecdotal information from the environment Montessori envisioned—an Erdkinder environment.

Peter agreed wholeheartedly, pointing out that although we are just beginning the process, we have other work from which to glean experiences. He agreed that the most urgent thing is to start a true Erdkinder model so that we have something to observe in order to go through the process of improvement or development. Yet we also need to make use of the experience that does exist for some components, notably the academic work.

Mr. Grazzini said that we must look at the whole, not just the parts. Peter responded that the whole is possible only if the details are dealt with. Mr. Grazzini replied that he did not want to throw out

the work that has already been done but instead to work with the whole—the complete Montessori plan.

Bob Fleischhacker: If you create one universal model, how will that work out in light of the cultural divergence of different areas of the country? What details are universal?

> **The adolescent needs to work, but not alone. If specialists come in, the adolescents want to relate to them as *people*, not just as subject specialists.**
>
> **(Larry Schaefer)**

Peter responded that "our evaluation will necessarily be tied in with particular modalities"; for instance, farming in cooperation with the Amish will be very different than farming in another location or under another circumstance. The question of what details are universal cannot be answered at this stage.

Larry Schaefer suggested that Peter is asking all the right questions and therefore is perhaps "the right person to do the true Erdkinder," with others of the Colloquium participants serving on the board of advisors to lend their help. There was general agreement and applause.

Linda Davis expressed concern about having one model. Using the example of color-coding brass polish pink and silver polish blue—which is, of course, only one of many possible color combinations—she questioned whether one model could make it clear which elements permit alternatives and which do not. She said she was concerned that practitioners might get caught up in trying to reproduce details rather than understanding the principles.

Peter reiterated that we should look at the children to determine whether or not it is important for them that the brass polish be pink. Linda responded that in some classrooms, the unfortunate reality is

that unimportant details are emphasized. She wondered how we could minimize this in the Erdkinder.

General Discussion

Tom Postlewaite referred to David Kahn's question about how the components relate to the whole. Pointing out that just having a farm does not mean you have an Erdkinder program, he suggested that the practical experience and knowledge of the practitioners present be put to use. All three parts—the prepared adult, the materials, and the environment—must be there.

Margaret Stephenson reiterated that Peter's outline is "the ground plan." We need to gather anecdotal evidence about what is and is not successful from the existing programs around the country. "We have the skeleton of what we have to put in position: the environment (the farm), the materials (what is necessary to farm), the work, ... and also Montessori's plan of studies." Both the practical life aspects and the intellectual aspects are there. Around this skeleton are the human tendencies: What exploration do we need to provide? What orientation? etc.

Larry Schaefer summarized what he thought had emerged in the Colloquium. First, if it isn't Erdkinder, it isn't Montessori. Granted, there are programs for adolescents in Montessori schools, but they cannot be called Montessori adolescent programs. The ones that are moving toward Erdkinder are *a little* Montessori. He estimated that the distance between the non-Montessori programs and the ones that are a little Montessori is perhaps 10 or 15 years, and the distance between the ones that are a little Montessori and true Erdkinder is maybe as much as 100 years.

The trouble with this categorization, Larry continued, is that there are truly distinguished (albeit "non-Montessori"), long-standing adolescent programs, carefully thought out, led by serious, AMI-trained people, who are inspired by their training and are striving to be authentic to it. Surely these programs are in the spirit of Montes-

Figure 5

Key Experiences

(Montessori Adolescent Project Meeting, October 1994)

Developing personal identity
- time to reflect (time to be alone)
- journaling
- confronting physical challenge (bike trip, backpacking, camping)
- identification with gender, race, religion, ethnicity (note purpose for study of sexuality, ethnicity, diversity, religion)
- vision making (e.g. writing personal mission statements)
- goal setting, conferencing

Developing the intellect
- writing (all types: creative, expository, journaling)
- the seminar: Philosophy for Children, literature seminar, history
- development of thinking skills: Seeing with the Mind, Knowledge as Design, study of mathematics, science, history, foreign language

Self-expression
- formation of a theater company
- coffee house extempore
- speaking before a group
- the seminar

Building community
- Odyssey trips
- community meetings
- social activities
- celebrations
- trust activities (e.g. ropes course)

Serving others
- Curriculum for Caring; community service

Learning the ways of society
- junior high marketplace
- all other business activities
- mentorship, apprenticeship
- outings to justice center, city hall, state capitol, national capitol
- working with one's hands

Learning the ways of the natural world
- creation & care of a nature center; outings into the natural world; study of ecology

The Farm

sori. Furthermore, all the new "mushroom" programs are looking to these distinguished programs for guidance.

Larry pointed out that he has met young children who are wonderfully normalized, whose personalities are beautifully integrated, who have never set foot in a Children's House. Likewise, he has met centered, independent, emotionally stable adolescents who have never been in an Erdkinder. Surely these are Montessori children and adolescents.

Peter Gebhardt-Seele agreed with Larry, saying that there is no such thing as Montessori for the adolescent. We don't know what Maria Montessori would have designed had she had the time; she might have thrown out the farming altogether. So maybe we should stop talking about whether programs are Montessori or not.

David Kahn said that the question being discussed is how to universalize our experience. He then displayed some transparencies that had grown out of NAMTA's Montessori Adolescent Project. The transparencies listed "key experiences" and "key materials" for the adolescent, based on the classroom work of John Long, Pat Ludick, and Larry Schaefer (see Figures 5 and 6). David mentioned that the specific experiences and materials listed are not as important as the fact that this is a way to begin the process of gathering anecdotal evidence, as suggested by Miss Stephenson, Mr. Grazzini, and Peter.

David displayed another transparency, saying that it might help to clarify Larry's earlier remark (see Figure 7). This transparency was a chart outlining a progression from "urban compromise" to Erdkinder. (He apologized for the fact that the chart, which had been designed prior to the Colloquium, did not incorporate the new term "urban contribution.") Reiterating Larry's assessment that true Erdkinder is many years in the future for the programs that are working toward it, he posed a question: "Do we go directly to Erdkinder, or do we continue our progressive approach?" He added that Mario Montessori had supported keeping the "compromise" programs even after Erdkinder is established in order to serve those adolescents who are not ready for Erdkinder.

Figure 6

KEY MATERIALS

Chinese Box

Tree of Life

Tree of Languages

square root
cube root
volume material
area material
binomial, trinomial cubes

atlases, dictionaries, encyclopedias, yearbooks, almanacs, literature

"Fundamental Needs of People"
4 Kinds of Love
world flag
writing journal
lectern
raw materials for making timelines, posters, charts, etc.
historical artifacts
science lab equipment

woodshop tools
gardening tools
telephone
computer, printer, modem, CD-Rom (new technology)
sewing machine (old technology)
loom, potter's wheel, kiln
camping gear
video camera and editing equipment
tape recorder-player/CD player
TV, VCR
organizational tools: calendar, plan book

40-acre organic farm
orchards, herb garden, vegetable garden
plus buildings, dorms, craft center

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Alcillia Clifford-Williams suggested that, to some participants, the main obstacle to Erdkinder might be financial. She asked Larry, "If someone gave you a million dollars today ..., would it [still] take 100 years?"

Larry responded that it is not an issue of money. "You can't do anything the parents won't let you do." Furthermore, the adolescents themselves must be willing to go live in a rural place. David reminded him that Lake Country School's acquisition of the farm property had, in Larry's own words, signaled to him that the parents trusted him. Larry responded that the parents trust him to take their children out to the farm for 12-day periods, but an Erdkinder, a full-time boarding school, would be an entirely different matter. It is quite possible, he added, that Lake Country School will never have an Erdkinder.

Patty Pantano countered that although Lake Country's farm school is not an Erdkinder, it is one more step in a long process. She pointed out that those who start a work may never see its "perfect blooming." Larry responded that while there are a few masters, most Montessorians are "merely journeymen," striving, with varying degrees of success, to implement an ideal. Yet, "if we can't say to John [Long] and Pat [Ludick] and John [McNamara], 'That's a Montessori-spirit-filled thing,' where are we?"

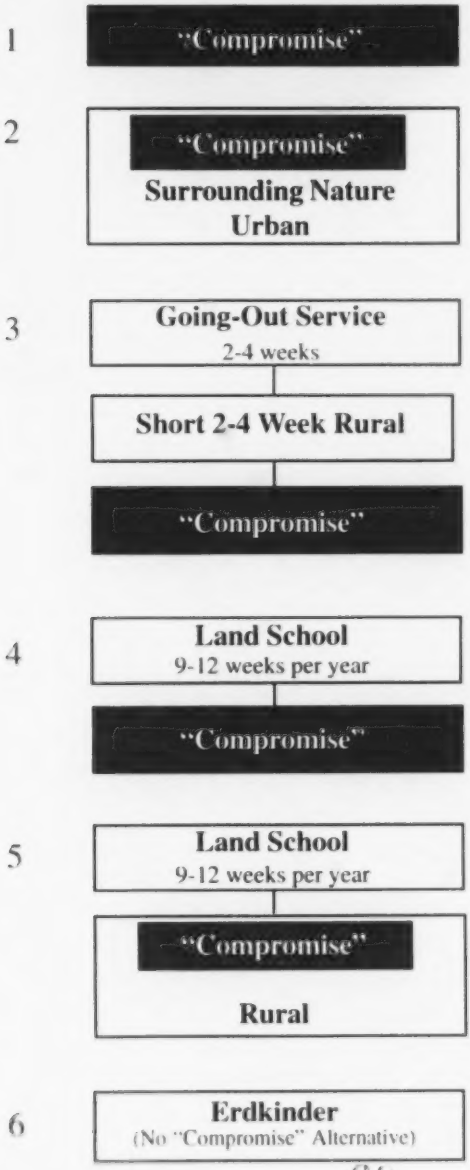
Patty agreed, saying, "the best of what we are doing goes beyond labels—goes beyond 'Montessori' or 'not Montessori.'"

Larry pointed out that we are all concerned that our programs be filled with the spirit of Montessori.

Strilli Oppenheimer asked whether a farm without a "spirit-filled" Montessorian could be a model program. Camillo Grazzini responded that the spirit alone is not enough. He said he is always suspicious of people who say they have not taken any training course but they have the spirit of Montessori in working with children.

Figure 7

Combinations for Adolescent Education



Strilli asked him to consider a child who has never been in a Montessori school but is "the manifestation of what our work is all about." He responded, "Of course, there are certainly many children without Montessori." He pointed out that he is not the authority; he was only trying to convey "what I have understood about Montessori."

Strilli replied that what is needed is a program that is replicable worldwide. Mr. Grazzini said we should first try to implement what Montessori wrote about.

Mike Strong said that yesterday he had understood Mr. Grazzini to say that there should be no AMI adolescent-level training, and then both Kay and Peter seemed to be saying that there should be. He asked Mr. Grazzini, "When you say that the spirit is not enough ..., how do you reconcile that with the idea that there should be no AMI training?"

Mr. Grazzini responded that it is not always easy to express in English what he means. He drew a distinction between the act of interpreting Montessori's writings and the act of giving

One question I've asked myself about the Erdkinder is "Should it exist?" The answer is an unqualified yes, and it needs to exist now. . .

(Kay Baker)

The ideal of Erdkinder is what has driven the urban programs; these programs were not started as ends in themselves.

(David Kahn)

Just as the *casa dei bambini* is essentially the same whether it is in Bergamo or Cleveland, the Erdkinder would also be essentially the same because it is a response to the needs of the adolescent. The character of the Erdkinder would not be relative to each community but would depend on what is a true Montessori model.

(Camillo Grazzini)

The very nature of an Erdkinder is that it must flow from a community and the adolescents of that community. It has to belong to a place and to the people who have a sense of ownership of the place.

(Pat Schaefer)

training, saying that his aim had been to do the former. His interpretation of what Montessori is saying could be integrated with views of other trainers and with experience.

Larry clarified what he meant when he spoke of the spirit of Montessori: people with AMI training who are trying to be authentic to that training.

David asked Larry what his initial reason had been for buying a farm. Larry responded that the faculty of Lake Country School attempts to create a Montessori environment authentic to their AMI training. When it came to the junior high, however, there was no training. Nevertheless, they wanted to be authentic to Montessori's vision—hence the farm.

David observed that he did not see much difference of perspective between what Mr. Grazzini says we should do and what Larry is beginning to do. He went on to pose a question "to AMI, whatever that is": Is it acceptable to work toward Erdkinder progressively rather than jumping in all at once?

Miss Stephenson said she thought it would be acceptable. Both the Children's House and the Elementary were progressive journeys for Maria Montessori, so it is appropriate for the same to be true of the Erdkinder. It is a spiritual journey.

Pat Ludick said that she has "deep faith that the adolescent will show us" what we must do. We need to trust these children who have been nurtured in Montessori classrooms. She added, "I think it is process or it is nothing," and the adolescents themselves must be part of the process.

Kay asked for clarification about the training of the adults. She said her understanding was that there would be no training for the specialists, but "there may be training or some frame of reference for adults who are actually setting up the farm."

Miss Stephenson suggested that Primary or Elementary training would be a good foundation; people with both diplomas would be even better. She went on to say it would be a mistake to set up a training course at the adolescent level since there is as yet no model.

Renilde Montessori agreed. Especially if they have taken both training courses, these people will be "truly immersed in Montessori principles." At the adolescent level, there are no materials; the environment is "the spiritual environment." The people who come to this environment to live with these adolescents need to be guided by the Montessori spirit. When the time comes that the program is more established, the preparation of the adult will be more of an apprenticeship than a training course.

Mr. Grazzini agreed. We are not talking about formal training but about something more special—a vocation for life.

Addressing Renilde, David referred back to Mike's question, asking what programs that are just starting out should do with respect to training. Granted, the adults should have either the Primary or the Elementary training, or both, but should there also be some kind of exposure to the collective wisdom of the best existing programs? He emphasized that he was talking about an initiation process, not a training course.

Renilde replied that workshops, seminars, and dialogue among practitioners should be sufficient for this purpose, as long as all the practitioners have a firm grounding in Montessori principles.

Miss Stephenson suggested that, just as observation and practice teaching are integral to the Primary and Elementary training, people interested in starting programs should travel around the country and visit the best of the existing programs. "They usually do," replied David. Renilde added, "They can stay in the hostel and shop in the shops."

Monte Kenison stated that we do not compromise our Primary and Elementary classrooms according to what parents are willing to allow us to do with their children; we simply do authentic Montessori, and the parents accept that and trust us. Therefore, he asked, why are we unsure that we can convince parents that Erdkinder is the right thing for their adolescents?

David responded that there is a difference: "AMI's work has been to create those other programs," but there is not yet a framework for the adolescent level. Renilde pointed out that it was not AMI; the 3-6 and the 6-12 were created by Maria Montessori and Mario Montessori. She promised later to clarify what AMI is. Monte explained that the history of the movement was not his point. Instead, he was asking why we seem unwilling to take the same leap of faith into the Erdkinder that we have all taken into the Primary and/or Elementary.

Strilli pointed out to Monte that, according to her understanding, Maria Montessori had recommended a ratio of 40 children to one teacher in the 3-6 class, yet one virtually never finds this ratio in contemporary Montessori schools. Is this not a compromise? Monte responded that he was not referring to this kind of detail.

Peter pointed out that Maria Montessori started training others very early on, even as early as 1909, when she was still perfecting her methods. The Elementary classroom did not take its present form until around 1948, yet Elementary courses were already being given. Therefore, he reasoned, we should not wait until every detail is in place before we start training teachers at the adolescent level.

Alcillia Clifford-Williams said that we need to move forward without fear.

Mr. Grazzini said that he is collecting Montessori's unpublished writings on the adolescent and hopes they will be published in cooperation with AMI. Maybe this will give us a wider point of reference for her thoughts on the adolescent level.

Tom Postlewaite said that we have a plan and it is time to "concretize that plan." Yet questions remain concerning who will build the model and what the plan of action will be.

> **The unity of the farm environment lends itself to interdisciplinary studies, just as the unity of the Elementary environment, centered on the universe, leads to interdisciplinary studies.**
>
> **(David Kahn)**

Patty Pantano expressed the desire for a model on paper, which schools could use as a guideline when they acquire farmland. David asked if she meant a master plan, and she said yes.

David went on to say that Miss Stephenson had once told him we would not find out anything until we start working with the adolescents on the farm. Miss Stephenson reiterated that she did not think there should be one model. There is no model *casa*, no model Elementary class. Children are all individuals, as are the people working with them. We need variety, for the same reason that our trainees do their observations in a variety of classrooms.

Mr. Grazzini said that we need many models from the same pattern, not one single model.

Closing Remarks: Renilde Montessori

Let me begin by addressing those who might feel unappreciated: "We love you very much; we appreciate you very much." We invited you here to share your expertise and knowledge. Your work is the basis of what we do here. Your work is admirable because you have gone out on a ledge.

> **It is not intellectual power that diminshes but the capacity to receive too much information of the same type. It's important to help parents understand this, so that they do not think it is a waste to send their children out to a farm for three years.**
>
> **(Kay Baker)**

"This morning I had this awful feeling that you don't really want an Erdkinder environment, because there are

so many *buts*" and so many questions about how to start. But from what I've seen here, I think we are "absolutely on the verge of starting. ... I think that you're all going to create a beautiful Erdkinder much, much sooner than you think."

As for the parents, we have to change the paradigm of the parents' thinking, because there are people who do not want their children to go away for two or three years. (I think it would have to be a three-year cycle because there are three-year cycles in Montessori.) This new paradigm puts us in touch with our history. When did apprenticeships start? In the middle ages. The human species hasn't changed very much. The parents' arms will still be around their children when they put them in a trusted place. So I think parents will be a problem only if you perceive them as a problem.

At this time of sexual maturation, adolescents are not comfortable being around their parents, partially because their own maturation causes them to see their parents as sexual beings as well, which is extremely uncomfortable. So it is a good time to be away.

If the specialists have real enthusiasm for what they do, the adolescents will become interested in it, too. And, of course, because they are Montessori children, they will be passionately interested. Furthermore, if, say, you have an architect to work with the children on building projects, and if the architect happens to be French, they will learn French. Likewise, if the chef happens to be Hungarian, the children will learn Hungarian.

We have a plan and it is time to "concretize that plan." Yet questions remain concerning who will build the model and what the plan of action will be.

(Tom Postelwaite)

Adolescents have to be given true responsibility. They can renovate a house and sell it. They can run a café. They can run a hostel. They can run a bed-and-breakfast.

As for the "three years ahead," there is a difference between expectations, which are temporal, and potential, which is eternal.

"AMI is not there to approve or to disapprove *anything*." AMI tries to maintain Maria Montessori's principles and guidelines at any and all times, because if we don't, they will disappear. We are there to help and encourage.

> **We need to gather anecdotal evidence about what is and is not successful from the existing programs around the country. We have the skeleton of what we have to put in position: the environment (the farm), the materials (what is necessary to farm), the work . . .**
>
> **(Margaret Stephenson)**

Final Discussion

The final discussion focused on the plan of action from Mr. Grazzini's presentation (see "What Needs To Be Done," above), with the addition of some details from Peter Gebhardt-Seele's presentation. The comprehensive report on practitioners' observations ("What Needs To Be Done, point *g*) and the outline of a Montessori plan of studies and work ("What Needs To Be Done, point *h*) will cover the following areas (from Peter's "details," above) :

- Setup (boarding, farming, etc.)
- Children (ages, number, Montessori experience, etc.)
- Staff (generalists, specialists, training, etc.)
- Curriculum (percentage of weight and time)
- Environment
- Work Style (time in class, in individual work, etc.)
- Governance (schedule, diet, clothing)
- Inclusion of Special Children

It was also decided that the proceedings of the Colloquium would be transcribed, circulated to all the participants, and possibly published in the future.

With regard to the plan of action, it was pointed out that the word *curriculum* should be interpreted broadly to include not just traditional academic disciplines but the development of character, the building of community, and related issues as well.

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Participants in the Adolescent Colloquium

Kay Baker is AMI Elementary Director of Training at the Washington (DC) Montessori Institute.

Joen Bettmann is AMI Primary Director of Training at the Ohio Montessori Training Institute (Cleveland).

Deborah Bricker is administrator of Hershey Montessori School, Painesville, OH, and a vice president of The North American Montessori Teachers' Association (NAMTA).

Alcillia J. Clifford-Williams is administrator of the Marotta Montessori Schools of Cleveland (OH) and a member of the AMI-USA Board.

Linda Davis is administrator of Two Rivers Montessori School in Portland, OR. She founded and previously directed the adolescent program at Alcuin Montessori School, River Forest, IL.

Laurie Ewert-Krocker directs the adolescent program at Hershey Montessori School, Painesville, OH.

Bob Fleischhacker is administrator of Ruffing Montessori School, Cleveland Heights, OH.

Peter Gebhardt-Seele is AMI Elementary Trainer at the Washington (DC) Montessori Institute.

Camillo Grazzini is AMI Elementary Director of Training at Fondazione "Centro Internazionale Studi Montessoriani," Bergamo, Italy.

Debra Hershey-Guren is President of the Hershey Foundation, Kirtland Hills, OH, and of Hershey Montessori School, Painesville, OH.

Jenny Marie Höglund directs an adolescent class in Satila, Sweden.

David Kahn is Executive Director of NAMTA and Administrative Director of MTEC.

Monte Kenison is AMI Supervising Director of Training at the Foundation for Montessori Education, Toronto, Canada, and an employee of Nienhuis Montessori USA, Mountain View, CA.

Paula Polk Lillard is administrator of Forest Bluff Montessori School, Lake Bluff, IL, and author of *Montessori Today* (Random House, 1996).

John Long is administrator of Post Oak School, Bellaire, TX, and former director of the adolescent program at Ruffing Montessori School, Cleveland Heights, OH.

Patricia Ludick is director of the adolescent program at Ruffing Montessori School, Cleveland Heights, OH.

Virginia McHugh is Executive Director of AMI-USA.

John McNamara is administrator and adolescent program director of Ruffing Montessori School, Rocky River, OH.

Renilde Montessori, granddaughter of Maria Montessori, is General Secretary of AMI.

Orcillia Oppenheimer is founder of The Montessori Centre, Inanda, South Africa, and a member of the Advisory Committee of AMI.

Patricia Pantano is on sabbatical from her position as director of the adolescent program at St. Alcuin Montessori School, Dallas, TX.

Tom Postlewaite directs the adolescent program at the Santa Cruz Montessori School, CA.

Larry Schaefer is co-founder of Lake Country School, Minneapolis, MN, and recently retired as director of its adolescent program.

Patricia Schaefer is co-founder of Lake Country School, Minneapolis, MN, and recently retired as co-head of school.

Margaret Stephenson is AMI Elementary Director of Training, Emeritas, at the Montessori Institute of Milwaukee (WI).

Mike Strong is director of the Center for Socratic Practice at the Judson Montessori School, San Antonio, TX.

Allyn Travis is AMI Elementary Director of Training at the Montessori Institute of Milwaukee (WI).

NAMTA CLASSIFIEDS

Arizona

Phoenix and Prescott Valley

Elementary teachers needed for 1997-98 school year in public Montessori charter school with campuses in Phoenix and Prescott Valley. Montessori credentials in elementary education required. Full-time positions available with full benefits. For more information call (602) 978-0011 or send resumes to Arizona Montessori Charter Schools, 10626 N. 43rd Ave., Glendale, AZ 85304.

AMI primary (3-6) and elementary (6-9) openings Sept. '97. Scenic Papago Park & Camelback Mountain area of Phoenix. Excellent pay & benefits. Apply to: N. Corea, Director, Marina Montessori School, P.O. Box 15914, Phoenix, AZ 85060-5914. 602/840-4440.

AMI elementary teaching positions available. Please send resume and credentials to: Montessori International School, Inc., 1230 N. Gilbert Road, Mesa, AZ 85203.

Tempe Montessori School is an AMI certified school established in 1978 by an AMI primary and elementary trained administrator. We are now accepting applications for a permanent AMI lower elementary teacher whose position will commence on August 11, 1997. We offer a competitive salary of $3500 per month for 9.5 months, plus benefits. The school has 2 campuses of 130+ students located in a beautiful quaint setting in sunny Arizona. Supportive administration as well as primary and elementary staff. Interested candidates call Irma Letson today at (602)966-7606, fax (602)966-6805, or send your resume to 410 South El Dorado Rd., Mesa, AZ 85202.

California

Director/Administrator. The Santa Cruz Montessori School is seeking an experienced Director/Administrator. Founded in 1964, SCMS has over 270 children from ages 18 months to 14 years. The mission of SCMS is to provide a developmentally based learning environment founded upon Montessori principles which guide and nurture the natural unfolding of the whole individual. With one toddler program, four primary, two lower elementary, one upper elementary and one middle school program, we are nestled between redwood-forested mountains and the Monterey Bay—an ideal location with a moderate Mediterranean climate.

Our future director should have excellent interpersonal and communication skills, AMI training (preferred), a Bachelor's degree, an ability to articulate the Montessori philosophy with a commitment to supporting and preserving its fundamental principles, college or graduate level courses in administration, experience in administering a private school, experience in budgeting and financial management, and willingness to preserve and promote harmony among the school community of board, staff and parents.

Compensation package will be based on experience with salary ranging from 45K to 65K in addition to excel-

lent benefits. Send current resume with a statement of educational philosophy to: Search Committee, SCMS, 6230 Soquel Dr., Aptos, CA, 95003; (408)476-1646.

Teach in beautiful southern California! Salary negotiable. Small gem of a school. Wonderful staff. Scenic. Need teachers for elem. grades 1-4. Fabulous job! Come and see! 619-345-1888.

Pacific Rim International School (PRINTS) is seeking experienced native English, Mandarin, and Japanese speaking AMI trained adults. Opportunities are available in the summer or late August, 1997. We are expanding to two sites and we need experienced Assistants to Infancy, Children's House guides and Elementary teachers. PRINTS is a unique bilingual school which offers two tracks: a Chinese-English program and a Japanese-English program. Each environment has two trained adults working together, each speaking and teaching in their mother tongue. The students come from a diverse cultural background which makes the school truly international. The premises, with beautiful landscaping, are architecturally designed to meet the needs of Montessori programs. We are located in the small city of Emeryville, which is on the east side of San Francisco Bay, north of Oakland and south of Berkeley. We are presently remodeling buildings for our second campus in San Mateo, on the west side of San Francisco Bay, south of San Francisco. Contact Christina Cheung or Patricia Gwin by telephone and/or send resume to: Pacific Rim International School, 5521 Doyle Street, Emeryville, CA 94608, 510/601-1500, fax 510/601-6278.

Northern California: Montessori School of Fremont (South East San Francisco Bay Area) seeks elementary teacher for 6-9 environment.

The Montessori School of Fremont is a four campus school with 260 primary children enrolled. We launched our elementary program in 1994. Today, 58 elementary students are enrolled in our two classroom environments which are abundantly equipped with new predominantly Nienhuis materials. The children you guide have two or more years of Montessori primary background. Your students are well prepared for the elementary experience. Your environment awaits your enthusiasm, personal touch and readiness to meet the challenge.

Our Elementary Program is set in a Spanish mission-style building, architecturally scaled to the needs of children, complete with garden courtyard, library, grass playing fields and fruit trees. We draw our staff from all over the world. It is a lovely place to spend the day. We invite you to join our international community. We realize the importance of working as a supportive team, while respecting your individuality.

Within walking distance: original Spanish mission, olive, palm and eucalyptus groves, community college, performing arts theater, art galley, local history museum; Within 15 miles: Nienhuis USA, Stanford University, AMI Training Center; Within 40 minutes by rapid rail: Downtown San Francisco, UC Berkeley; Within 1-2 hours: Monterey, Big Sur Coast, Napa Valley wine country, Russian River;

Within 3-4 hours: Yosemite National Park, Lake Tahoe ski resorts, Redwood Coast; PLUS: mild winters, multicultural population. Live and teach in the most diverse natural, cultural and economic environments on earth. Contact: Cynthia Leahy, 155 Washington Blvd., Fremont, CA 94539 or FAX (510) 490-0827.

$1000 Finder's Fee

...paid for your referral of the elementary teacher who joins our school in the San Francisco Bay area. The ideal candidate will have an AMI elementary credential and experience teaching in the Montessori elementary environment. We're seeking a team player who will win the confidence of parents. $1000 finder's fee is paid in November 1997 after the hired teacher starts in September. Contact: Cynthia Leahy, 155 Washington Blvd., Fremont, CA 94539, FAX (510) 490-0827, e-mail EAlex3215@aol.com.

Marin Montessori School in Corte Madera, is seeking one AMI primary guide for September, 1997. One of our founding members, Margy Sheehy, has decided after thirty years of teaching, that is time to explore wider horizons. We welcome applicants who would like to join a team of experienced, committed, professional staff. Well established, the school is currently in its 33rd year. We strive to offer the best in AMI Montessori education for 200 children ages 2 through 12. Our facilities are fully equipped and beautifully located directly on the

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e-mail: Scdubov@aol.com

San Francisco Bay, just north of the Golden Gate Bridge. Competitive salary dependent upon experience, excellent benefits. Please send resume and a hand written letter to: Jules Layman, Administrator, Marin Montessori School, P.O. Box 736, Corte Madera, CA 94976. Phone 415/924-5388.

Da Vinci Montessori seeks visionary, certified teacher for lower elementary program; 20 children; energetic, dedicated parents; full classroom of material; administrative and financial supports; California central valley, family-friendly town, easy drive to coast, mountains, San Francisco; generous salary, benefits. Send resume to Da Vinci Montessori School, 3144 North G Street, #125-333, Merced CA 95340, (209) 384-1144 or (209) 725-0409.

Montessori Casa dei Bambini is seeking 1 f/t Elementary teacher 6-12 start fall/winter 97 to teach an estab. 6-9 class. Founded in 1978, the School has a diversified staff and student body with 16 exp. staff and 90 students 18 mo-12 yrs. We are a non-profit, ind. school located in a church and converted house with large playground and garden areas in a residential area of Oakland, within walking distance of Lake Merritt, 15 min. from Berkeley, and 25 min. from San Francisco. We welcome teachers to apply who have independent initiative but are open to co-teaching and joining classes for a strong school community. AMI and AMS trained admin. and staff, competitive salary/benefits. Send resume or fax to: Helen Sears, Head of School, Montessori Casa dei Bambini, 281 Santa Clara Ave., Oakland, CA 94610, fax (510) 836-7445.

Montessori Learning Center is accepting applications for primary and elementary guides. Our school has provided an excellent Montessori program in the Salinas Valley area for over twenty years. Opportunities for summer employment are also available. Located in the heart of Steinbeck Country, the school is a short distance from the beautiful Monterey Peninsula and the quaint town of Carmel. Please send resumes to P.O. Box 2051, Salinas, CA 93902 or call 408/455-1546. Fax # 408/455-9628.

AMI Primary tchr SEPT '97. ST. HELENA MONTESSORI SCHOOL, small, Catholic, Montess. sch., serving ages 3-12 in Napa Vly wine country nr. San Francisco, Berkeley, mountains & seashore; founded 1981, well-established, stable enrollment, supportive parents, AMI-trnd. admin & staff, competitive salary/benefits. Pls. send resume & refs: 1328 Spring St., St. Helena, CA 94574; FAX 707-963-1574.

Colorado

Primary Directress for 1997/1998 school year. AMI or AMS trained Directress is needed for a full-time position in a relaxed and supportive environment. We desire someone with a firm understanding of Montessori theory and practice, someone who is focused, dedicated, plans well, and can successfully direct the children through the Montessori curriculum. We are a small school, one primary classroom with 22-23 children. Our

school is located 70 miles west of Denver in the beautiful Rocky Mountains of Colorado. We enjoy a variety of both summer and winter recreation such as world class skiing at Keystone, Breckenridge, and Vail, cross-country skiing, hiking, biking, camping, sailing, fishing, and much, much more. Ours is a growing community with many opportunities for families and singles alike. Salary: $18,000/yr.. If you desire a high quality of life and a rewarding position please contact: Mary dePerrot, (970) 468-9164, (970) 468-7507, e-mail: dePerrot@colorado.net.

Delaware

6-9 or 6-12 Montessori-trained teacher needed for expanding school in Wilmington, DE. Competitive salary, health insurance, ideal location near beach/city life. Contact Elinore Barney (302) 429-9244 or 478-6978.

Florida

PALM HARBOR MONTESSORI ACADEMY is seeking qualified individuals to TEACH and DIRECT in our expanding school. Join a team of serious educators. Our school, in it's 14th year, wants dedicated teachers with a strong sense of the "whole child" and the Montessori way. We are adding classrooms for the 1997-1998 school year. Positions open for the 1997-1998 school year, with a competitive salary are: Toddler Preprimary 3-6, Elementary 6-9, 9-12, Middle school, will sponsor training.

Our school is situated on the west coast of Florida just one mile from the Gulf of Mexico. The area has beautiful beaches, lots of sunshine and is very clean. Housing is reasonable and available. You'll get lots of support in our small community. Clearwater, Tampa, St. Petersburg and Tarpon Springs are very close by. There is a variety of activities to choose from, i.e. the sponge docks, beaches, museums, arts and cultural centers.

Please send your resume to Catherine Varkas, Principal, at the Palm Harbor Montessori Academy, 2313 Nebraska Avenue, Palm Harbor, FL 34683. Phone 813/786-1854.

Georgia

PRESTON RIDGE MONTESSORI SCHOOL LOCATED IN ALPHARETTA, GA. JUST OUTSIDE OF ATLANTA IS SEEKING AMI/AMS TRAINED TEACHERS TO FILL OPENINGS FOR OUR 6-9 AND 9-12 PROGRAMS FOR UPCOMING 1997-98 SCHOOL YEAR. WE ARE EXPANDING INTO A NEW FACILITY FOR A DEDICATED ELEMENTARY PROGRAM.

COMPETITIVE SALARY PLUS GENEROUS BENEFITS, AS WELL AS CREATIVE OPPORTUNITIES FOR PERSONAL GROWTH.

PLEASE SEND RESUME TO MRS. DONNA CORCORAN, PRESTON RIDGE MONTESSORI SCHOOL, 3800 NORTH POINT PARKWAY, ALPHARETTA, GA 30202.

Illinois

Teacher Position Available: 6-12 Elementary Montessori Teacher, AMS or AMI Certified. Du Page Montessori

School serves children 2-12 years, in a popular suburban neighborhood, 25 miles west of Chicago. Our school is 10 years old, with an enrollment of 155 students and growing. Salary is competitive with health benefits. Position available for the coming school year, 1997-1998, starting August 25, 1997. Please fax resume (630-369-7306) as soon as possible. We will be hiring for this position by the end of May or early June, 1997.

Chicago. Flossmoor Montessori School. Toddler, Primary, Elementary classes. AMI since 1966. Own building. Easy rail & x-way to central Chicago. Directress needed for toddler & for 3-6 yr. classes. Lawrence P. Lewis, FMS, 740 Western Avenue, Flossmoor, IL 60422. 708-798-4600

Iowa

Montessori Teacher

Montessori credentials and Iowa Teacher's Certification required. Letter of interest and resume to: Linda Lane, Acting Director of Human Resources, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, IA 50309-3382. Equal Opportunity Employer.

Maryland

Bowie Montessori Children's House, established in 1966 is accepting applications for an AMI elementary teacher interested in advancing to junior high teaching. We are located on 22 acres of specially developed outdoor classroom for exploration and discovery ideal for development of Erdkinder. Please send letter and resume to Anne T. Riley, 5004 Randonstone Lane, Bowie, MD 20715 (301) 262-3566.

Massachusetts

6-9 and 9-12 Teachers for September 1997

Our well-established, Littleton, Mass. School is seeking AMS or AMI certified teachers. We offer a rural setting just 35 miles from Boston, paid holidays and vacations and medical or child's tuitions benefits. Please send resume to Amy Swenson, Oak Meadow Montessori School, 2 Old Pickard Lane, Littleton, MA 01460 or call 508-486-9874.

The Montessori School of Northampton is seeking experienced, Montessori-trained teachers for our 3-6, 6-9 and 9-12 classes. We are expanding both our Preschool and Elementary levels in the fall of 1997.

We are looking for candidates with experience in the classroom, strong interpersonal skills and a sense of humor! We offer a supportive Head, Board & Staff, competitive salaries and good benefits.

The Montessori School of Northampton is located in the heart of Western Mass. Close access to the Berkshires, Boston and New York City, as well as the beautiful Vermont hills, makes us an ideal location.

Please address your resume to: Susan Swift, The Montessori School of Northampton, 51 Bates Street, Northampton, MA 01060, 413/586-4538.

The Summit Montessori School in Framingham, MA seeks full and part-time Montessori teachers for levels 6-9 and 9-12 for the school year 1997-1998.

Operating as an independent, non-profit Montessori elementary school, the mission of the School is to invest in effective and committed Montessori teachers in order to ensure academic excellence, continuity of long term relationships, and institutional stability.

The Summit Montessori School is listed on the National Registry of Historic Places and was designed by the renowned architect Alexander Rice Esty. The building is reminiscent of the early Montessori "children houses" in Europe. Only minutes away from the Mass Pike and Route 9 and only 15 miles West of Boston, the School is centrally located.

Contact Mary B. Zocchi, Principal, The Summit Montessori School, 283 Pleasant Street, Framingham, MA 01701 (Fax: 508/872-3314).

Munch-Kin Montessori (Est. 1972), Duxbury, MA. (35 minutes from Boston/Cape Cod) is seeking an experienced, credentialed 3-6 teacher to lead an established classroom beginning August 1997. Salary plus benefits, based on education and experience. Openings also available for part time assistants or interns for the fall. Send resume with reference and credentials to: MKM, 145 Loring Rd., Duxbury, MA, 02332. Fax to 617-934-7102 or call 617-934-7101 or E-mail to:leo@bfamkm.com.

Melrose Montessori School is accepting applications for an AMI trained Primary Directress. We have two classrooms with excellent opportunity for a newly trained directress to begin in a normalized class. Located in Melrose, MA, a family community, the school is just minutes from historic Boston. In the heart of New England, we are only an hour from the ocean, mountains, lakes, camping, etc. Please send resume or call: Melrose Montessori School, 70 West Emerson Street, Melrose, MA 02176 (617) 665-0621, 9AM-2PM.

Central Massachusetts-rural area with easy access to university and cultural centers. Newly reorganized pre-school seeks qualified, creative directress/director. Supportive parent run board. Growth potential. Please contact: Petersham Montessori School, (508) 724-0246 or Laura Phinney, (508) 724-6643.

Michigan

Primary & Elementary Teachers needed in September '97 for an Extended Day and 6-9 classroom. Classrooms are established and have an assistant. Excellent pay, full medical & dental benefits with opportunities for responsibilities/advancement. Mail handwritten cover letter, resume with references to: Maria Montessori Ctr., 32450 W. 13 Mile, Farmington Hills, MI 48334 and call collect after 7PM EST at 810/362-2442.

Nevada

AMI primary teaching position available. Please send resume and creden-

tials to S. Honest, 5566 Oxbow, Las Vegas, NV 89119.

New Jersey

Elementary Guide. Come join our dedicated supportive faculty. Spacious well equipped classrooms. Lovely country setting located 1 hour from Jersey seashore and within easy commute to Philadelphia with its fine educational, cultural and entertainment offerings. Salary commensurate with experience. Class includes 6 to 12 years, this position will allow us to divide the group 6 to 9 and 9 to 12 years. AMI school established in 1965. Contact: Ellen Fox, Montessori Academy of New Jersey, 28 Conrow Rd., Delran, NJ 08075, 609/461-2121.

New York

33 year established growing schools seeking a trained 0-3 teacher to start a new class. In addition, we are looking for an AMI certified primary and/or elementary teacher and a qualified administrator/teacher to take over our 12-14 program. Immediate VISA available. Fully equipped Nienhuis and hand made materials. Attractive salary, fringe benefits. Located on Long Island, less than 1 hour from Times Square, NYC. Contact Carolyn Larcy, Maria Montessori School, P.O. Box 276, Massapequa, NY 11758, area code 516/520-0301.

Texas

Loving pre-primary 3-6 teacher(s) needed at new school in Austin, Texas for 97-98 school year. We are open year round, but will consider a 9 or 10 month schedule. Must be willing to commit to staying for at least one year. Salary scale based on degree and experience. Send resume to: Rosedale Preschool, 4910 Burnet Rd. Austin, TX 78756. (512) 419-7171, Attn: Joni Mason.

ST. CATHERINE'S MONTESSORI is a private, non-profit school celebrating its 31st year. Our director is AMI-certified. We are affiliated with the Catholic School District of the Galveston-Houston Diocese, recognized by the Texas Education Agency, and associated with AMI-USA. As our school population continues to grow (currently 191 students), we seek teachers at the following levels:

Elementary & Primary: Undergraduate degree, AMI certification and two years of teaching experience required. Middle School: K-8 teaching certificate required, or 24 undergraduate or graduate semester credits in a field of study. Elementary Montessori training/AMI certification preferred.

St. Catherine's Montessori is one of Houston's most respected private schools. Diverse religious and cultural backgrounds are represented in the student body. Campus includes 22,000 square foot, castle-shaped building and three acres of enhanced playground space, with ballfields, a track and nature areas for the study of plant and animal life. St. Catherine's is located near Hermann Park & Zoo, the Texas Medical Center, Rice University and the Museum District.

Interested candidates for these positions are invited to send letter and resume, or call: St. Catherine's Montessori, P.O. Box 20728, Houston, Texas

77225-0728; Attn: Theresa Rourke, Administrator; Tel. 713/665-2195.

Washington

Starbreak Montessori School on beautiful Vashon Island, Washington serving children ages 3-5 needs a Montessori teacher beginning Fall 1997. Lovely wholistic environment, 1:6 ratio in a supportive community. Our school is located in a very rural area known for its creative population. Many people move here specifically for the purpose of raising children in an ideal environment. Phone 206-276-6996.

Graham Hill Elementary, a Seattle Public School seeks Mont (9-12) teacher (must have state cert) for Fall '97. Program est. 1991. School has Pre/K-Gr5 in multi-ethnic school in urban setting. Contact: Birgit McShane (206) 760-4740, Sharon Turner (206) 232-4622, Nancy McAfee (206) 524-1432.

Canada

HUMBERSIDE MONTESSORI SCHOOL is looking for a dedicated, experienced and AMI-trained 6 to 12 elementary teacher with experience in 6 to 9 and/or 9 to 12 for September of 1998.

Humberside Montessori School was founded in 1987. The school is located in the lovely High Park area of Toronto, in a residential neighborhood. The school building, with beautiful, large spacious classes for children from 3 years to 12, has been redesigned by an architect to accommodate Montessori programs. We are a privately owned school with a strong commitment to the AMI Montessori principles. Join this special Montessori community of children, teachers, and parents!

We offer competitive salaries and benefits.

Please send your resume and references to:

FELIX BEDNARSKI, HUMBERSIDE MONTESSORI SCHOOL, 411 CLENDENAN AVENUE, TORONTO, ONTARIO, CANADA M6P 2X7, TELEPHONE (416) 762-8888, FAX (416) 766-8128.

Czech Republic

WANTED URGENTLY: A Montessori trained Teacher cum Administrator and additional teachers for school in Prague, Czech Republic for school year 1997-1998. Need a year's commitment at least, preferably three. Salary local level + accommodation allowance + travel to US once a year (negotiable). Experience living and working abroad a plus. Loving and caring person and a team worker. Contact Dr. Sunita Gandhi: Phone 202.496.9780. Fax 202.496.9781. E-mail: global@netrail.net.

New Zealand

Montessori Teacher (ages 6-9) Position—Nelson, New Zealand

The newly established Highland Park Montessori School, set in beautiful treed surroundings, seeks an experienced, enthusiastic, qualified teacher, keen to participate in the school's growth and development.

Highly committed to Montessori philosophy, the school has 2 classes—a 3-6 year-old class (taught by June Dutton,

Palo Alto AMI 1971) and a 6-9 year-old class.

Nelson (population 80,000) enjoys an enviable climate and boasts wonderful beaches, rivers, lakes and mountains. Home to many artists, it also enjoys a reputation for its pottery, woodwork, fine wines and wonderful apples!

Further information and application forms can be obtained by communicating to the Chairperson, Highland Park Montessori School, 107 Wensley Road, Richmond, Nelson, New Zealand. Phone/Fax (+64) 3 5446303 or email Bev@Randall.co.nz.

Principal Position—Naenae, Lower Hutt, New Zealand; Integrated Montessori School

Wa Ora Montessori School is New Zealand's largest Montessori School, established in 1988. Wa Ora Montessori is situated 15 miles from Wellington, NZ's Capital City.

Wa Ora has a diverse staff with teachers from many countries. Wa Ora is part of the State School System (Magnet School) so ability to work within a public school environment is essential. Programmes cater for 3-12 year olds, 140 students, 20 staff members. Qualifications needed for this position: Montessori Training with teaching experience, State Teaching Certification required. Leadership abilities, excellent communication skills, flexibility and experience in school administration.

For more information contact: Wa Ora Montessori School, 278 Waddington Drive, Naenae, Lower Hutt, New Zealand, Ph: (04) 5672377 or Fax: (04) 5772707.

For Sale

Beautiful furnished and equipped Northwest Montessori School for sale. Full enrollment, supportive parents and income of $65,000. New building, 2bed/2bath, studio/dining/living and 3 classrooms on lush almost one acre. All materials included Owner financing with $25,000 down. Real estate available for lease or purchase. 206-463-6472.

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(503) 655-5965 (503) 655-5365 FAX

Montessori complex encompassing ¼ of a city block including attached residence. All materials & outdoor equipment included. $408,900. Write for information: P.O. Box 23336, Harahan, LA 70183-0336.

Go Get Your Smock! Creative and Independent Art Experiences for the Montessori 3-6 Classroom. 75+ child-driven projects celebrating the process of art. 140+ pages spiral bound. Jump start your art curriculum! Great for Montessori families at home, too. Send name, address, phone and check/MO for $18 to: KMCH, 2449 W. Peterson, Chicago IL 60659.

Materials Wanted

New or Used Materials Wanted. Please clean out those closets for a new school. We can pay for postage. Call collect 203/235-4036. The Montessori Children's House.

Announcement

H.O.M.E. Are you a Montessorian working in a home environment? We would like to hear from you: Christine Williams, H.O.M.E., 216 W. Boston, Seattle, 98119 or e-mail: thehouse@scn.org

The Montessori Training Center of St. Louis

is still accepting applications for
Fall, 1997
call 314-822-2601
or e-mail mtcofstl@aol.com
for more information and an application

AMI

in affiliation with Association Montessori Internationale

in affiliation with Association Montessori Internationale
Amsterdam, Netherlands

Montessori Teacher Education Collaborative

2119 "S" Street NW
Washington DC 20008
Phone: (202) 387-8020
Fax: (202) 332-6345

Primary (Ages 3-6) Montessori Teacher Training Courses

Washington, DC

Primary (Ages 3-6)
Academic Year Course

September 9, 1997
through
May, 1998

Tuition: $5,275

Elementary (Ages 6-12) Montessori Teacher Training Course

Washington, DC

Elementary (Ages 6-12)
Academic Year Course

September 23, 1997
through
mid-June, 1998

The Prerequisite Course runs August 19 through September 17, 1997.

Tuition: $5,300;
Prerequisite Course: $1,500

Cleveland, OH

Primary (Ages 3-6)
Academic Year Course
September 8, 1997
through
May, 1998

Tuition: $5,275

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1997-1998 NAMTA
Conference Schedule

October 9-12	**Columbus, Ohio**
	From the Children's House to the State House: Making the Network Work
October 23-25	**Atlanta, Georgia**
	Montessori and Discipline
November 13-15	**Chicago, Illinois**
	Montessori Dialogue with Educational Reform
December 4-6	**Houston, Texas**
	Adolescent Conference: Uses of Literature and Art (Humanities)
January 22-24	**Phoenix, Arizona**
	Whole Child, Whole School
March 12-14	**Seattle, WA**
	Child, The Maker of Culture
April 23-25	**Baltimore, MD**
	Montessori Origins and Contemporary Applications

1996-1997 membership expires August 31, 1997.
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Use this form to join or renew your membership.

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Last First

Membership must be in a person's name. No schools, please.

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This information is used for our mailing label. Please furnish your mailing address.

City: _____ State/Province: _____

Zip/Postal Code: _____ Phone: _____

Current Montessori Status:

_____Administrator _____Guide (Teacher) _____ Montessori Parent

_____Trainee _____Assistant _____Program Coordinator

If Montessori trained, supply the following information about your training:

Location: _____ Affiliation: _____

Date of diploma: _____ Level of Course: _____

Please note: If you attended more than one training course, please give additional course information on back of card. (If this is a renewal, your information is already in the computer.)

Send check or money order payable in U.S. currency to:

NAMTA
11424 Bellflower Rd. NE
Cleveland, OH 44106

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Return by December 15, 1997 to have your name listed in the member section of the directory.

_____I do not wish to be listed in the directory.

MONTESSORI MATERIALS

Montessori books and materials are not chosen at random, whether for the home, the nido (Italian for "nest", a community for children under one year), the infant community (age one to three), the primary class (age three to six), or the elementary class (age six to twelve) and beyond. Each piece of furniture, each book or piece of material is carefully chosen to fulfill the specific purpose for which it is intended. Beauty and quality, size and color, origin, construction, materials - all are carefully considered.

The following companies are owned and operated by trained and experienced AMI (Association Montessori International) Montessori teachers with many years of experience as parents, teachers, and administrators.

Take advantage of their careful selections to help you create uncluttered and inspiring learning environments for children.

They consider it their responsibility to provide the very best of beautiful, appropriate, well-researched and tested Montessori materials for children. Look for their exhibits at Montessori conferences around the country.

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For over 60 years, Nienhuis Montessori has provided classroom materials for the Montessori community worldwide. As the Montessori method expanded, we developed new materials. As technology evolved, we implemented new manufacturing techniques. As a founding member of the Montessori Public School Consortium, Nienhuis continues to support and sponsor the educational reform movement in public schools.

If you have any questions, suggestions or answers, please call us toll free at 1-800-942-8697.

Nienhuis Montessori USA, 320 Pioneer Way, Mountain View, CA 94041-1576
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